

PLANNING EDUCATION: in a special *TIMES* briefing, Patricia Santinelli looks at the findings of the newly published transitory review (page 12) while John Forsyth examines the background to the working group's investigations (page 13)



HEARTS and minds: Colin Evans and Brian Harrison report from two very different academic CONFERENCES, one on the gender issue in education, the other on the recent history of Oxford University (page 14)

A social revolution? John Macnicol reassesses the impact of wartime EVACUATION on a generation of young Britons (page 15)

Was Jerusalem built here? David Carlton reviews CORRELLI BARNETT's *The Audit of War* (page 17)

In a special section of ENVIRONMENTAL SCIENCES books, we feature new work in agricultural geography, marine pollution, mineralogy, the atmosphere, petroleum, and other subjects (pages 23-28)

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THE ARCHITECTURE OF HIGHER EDUCATION

Sociology books
Lewis Wolpert on Sir Peter Medawar
The UGC and sexual discrimination

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In for a rough summer

There are three possible outcomes to the crisis provoked by what inevitably but misleadingly will be labelled the "NAB cuts". They are neither cuts; for that we have the authority of Mr. George Walden, under-secretary at the Department of Education and Science and chairman of the National Advisory Body, who told the House of Commons last week that talk of cuts was "rubbish". Nor are they NABs; the whole strategy of the NAB's secretariat, board and committee is to deflect the need for cuts.

So it is important to get it right. The "NAB cuts" are in fact provisional decisions by the secretariat to cut student intakes, close courses, and in a few cases merge institutions in order to implement the NAB committee's instruction to protect the unit of resource in polytechnics and colleges by reducing the number of first-year students admitted in 1987/88 by 9,500 or 7 per cent. Later in the summer the NAB board and then committee will decide whether to endorse, modify or cancel these "NAB cuts" in the light of the appeals by institutions and the response of the DES. Only then will the Secretary of State for Education and Science, for a first likely outcome is that the "NAB cuts" will actually be made. Neither the NAB nor Sir Keith can afford to see the intake of polytechnics and colleges cut by 9,500 students next year; the former because it would reverse the whole thrust of its strategy towards cost-effectiveness and easier access on which the public sector's recent success has been built, the latter because it would be politically disastrous to be seen to be punishing institutions with a strong vocational reputation and institutions that sometimes provide a safety net for those children of middle-class parents that fail to make the university grade.

Of course hidden within the 9,500 total there is some apolitical rationalization which will probably be put into effect. The NAB does want to encourage more young people to study science and technology - which suggests that some cuts in humanities courses in particular may be inescapable. The NAB does want to concentrate public sector higher education in larger institutions - which means that isolated advanced courses in further education colleges are vulnerable. The NAB does want to promote a more sensible pattern to institutions by reducing the number of the marginally viable - which implies that its officers' proposals for mergers will probably go through. But to some extent such rationalization is incidental. The "NAB cuts" are about politics not planning.

The second outcome is that the NAB's determination to protect the unit of resource will wither. Certainly this is what DES ministers and, less surely, civil servants hope. They suspect that faced with threatened cuts the nerve of institutions will crack and they will beg the NAB to be allowed to maintain their student intakes whatever effect this may have on the unit of resource. They believe that this pressure from institutions will combine with the NAB's barely suppressed reluctance to make a fetish of the unit of resource and produce a climb-down. Then Sir Keith would escape the painful political howl on which last week's "NAB cuts" threatened to impale him. After all nothing could be more embarrassing to a Conservative Secretary of State committed to "raising standards" than to have publicly to abandon that commitment in a scramble for votes.

The DES will try to get the NAB to climb down by two strategies. The first is to negotiate. Civil servants will try to undermine the NAB's present calculations that a shortfall of £23 million in the advanced further education pool inexorably requires a 9,500 students cut. They will argue that total down, mainly by pointing out that part-time students cannot properly be included in this calculation and that the marginal cost of educating many full-time students is very low. Their difficulty will be that these arguments can fairly be applied to the humanities and (some) social science, but not to science and technology.

The DES's second strategy will be to inhibit the more austere regulatory tradition in which university administrators are raised. Certainly the open operation of the National Advisory Body draws polytechnic administrators into policy while the University Grants Committee repels the ambitions of their university colleagues. Another advantage possessed by the APA is that the rigid separation of teaching and administrative staff in polytechnics at least encourages a solidarity among administrators that may be more difficult to achieve in universities where senior administrators are divided from their junior colleagues by their honorary academic status.

The result is a sense of opportunity among polytechnic administrators, for all their depressed status and inadequate pay. Among university administrators the strongest sense is still one of inhibition. Maybe in this they simply reflect the character of their institutions. In the last decade the energy that recalls the energy, displayed by the universities in the early 1960s, has been replaced by a more sophisticated, expansive age of Robbins. They have built up a strong reputation for economic terms. They have increased their cost-effectiveness, which pleases their right, and at the same time opened their doors to students excluded by the derided capable by conventional higher education, which pleases the left.

Polytechnic administrators are part of that success; they have helped to produce it; they will benefit from it. Their university colleagues meanwhile are sometimes caught up in the directionless anxiety that has infected too many of higher education's senior institutions.

threaten the NAB. Already the abortive 1981 plan to nationalize the polytechnics and larger colleges is being dusted off. In one sense such a threat has to be taken seriously. The experience of the metropolitan counties has demonstrated this Government's enthusiasm for an Alice-in-Wonderland Off with his Head approach to institutions that get in its political way. After that the decapitation of the NAB would be a small affair. But in another sense the threat lacks credibility. Is a department that takes a year agonizing over the comparatively minor issue of whether polytechnics should be allowed to award their own degrees and cannot offer an intellectually respectable answer really able to undertake such a root-and-branch reform? Are even the most upwardly mobile polytechnics likely to fall into such an obviously Mephistophelian trap?

The third outcome is that the DES's nerve will crack and that Sir Keith will find at least some of the extra money which the NAB is demanding as the price for cancelling the planned cuts. Maybe not the full £23 million, but something between £12 and £15 million would probably be enough. Then the NAB could re-work its calculations and discover that after all a cut of 9,500 students would not have been necessary to protect the unit of resource. With the DES providing more money and the NAB adopting a less rigid position most of last week's "NAB cuts" could be massaged away.

This third outcome is still the most likely - but only just. The panic surprise and anger with which ministers greeted the utterly predictable "NAB cuts" demonstrate how unsteady the touch of the DES has become. The intense politicization and demoralization that seem to grip the DES more tightly with every month provide no guarantee that a reasonable compromise can be reached. With the University Grants Committee's letter only six weeks away, which will greatly increase the pressure on the Government, the politics of higher education are likely to get very rough indeed this summer.

Chalk? On the board?
That's right, Maureen.
Good, Professor Lapping, but... who should be doing the administration? Registrar's department or Bursar's?
I think it sounds more like Registrar's than Bursar's. Yes, Registrar's. The Bursar mostly does money. The Registrar handles, you know, more, well, general matters.
Ah, anyone in particular in the Registrar's department?
D'you know, I've rather lost touch recently. Who's there now? Is old Sheridan still around?
No, he died, Professor Lapping. Two or three years ago.
Oh I'm sorry. You knew him did you?
No. But I remember the collection.
Great guy. Excellent chap. Well, who's there now? Who's on the list?
There's the Deputy Registrar, Mr. Sloanes. Quite pleasant on the phone. Slight stutter. Or the Assistant Registrar, Mr. Grettton. And two Senior Administrative Officers Mr. Kettleby and Mr. Wilcox.
Good heavens! What a collection! Deputies, Assistants, Senior Administrative Assistants. And no doubt Assistant Assistants. And here I am as Head of Department running the whole caboodle virtually single-handed. Makes you think, doesn't it, Maureen?

It certainly does, Professor Lapping.
I'll tell you what, Maureen. I bet you there's just as many deputies and assistants in the Bursar's department. I mean, what on earth can these people be doing all day? I mean, how do they fill their time?

I'm not certain of the exact details, Professor Lapping, but I expect...
Expect what, Maureen?
Well, I expect quite a few of them have their work cut out going round cleaning all the blackboards.



The existence of a class of administrative "servants" who are the academic staff to retain responsibility.

Geoffrey Lapping, Registrar, Sussex Union, THE, April 25, 1986

Ah Maureen. There you are.

Not really, Professor Lapping. Just got to finalize the timetable, check the exam papers, collate last term's forms, send out invitations to the Departmental Open Day, and Mr. Piercemuller's plans. Oh, I'm pretty clear all morning.

Excellent. Look, d'you think you could give someone in the Administration a ring and tell them that I went into Lecture Hall 36 this morning to give the first lecture of term and found the blackboard covered in chalk from the previous lecture. Numbers, symbols, graphs. God knows what else.

Chalk? On the board?
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The Times Higher Education Supplement

April 25, 1986 No 703 Price 65p

Bart's threat to sue UGC

by Peter Aspdren

St Bartholomew's Hospital Medical College is threatening to take the University Grants Committee to court over its role in the plan to create a new pre-clinical school in East London.

The dean of the college, Dr Ian Kelsey Fry, said in a letter to the vice-chancellor of London University, Lord Flowers, that a legal challenge against the UGC was being "actively pursued", and all discussion on the subject was postponed until the matter was resolved.

The college is claiming that the UGC does not have the power to decide that a new school, with 200 medical students, should be created while the pre-clinical school at St Bartholomew's is suppressed.

Dr Kelsey Fry said in the letter that the UGC decision was taken "in an unwarranted manner", and that the college had written to the committee urging it to reconsider. "In the meantime, however, any university deliberations which go forward on the basis of that UGC decision or policy will be resting on a false premise."

The college tried to postpone discussion of the issue at a crucial meeting of the university's joint medical committee last week, but was overruled by three-to-one. The committee went on to support formally the scheme to link St Bartholomew's with the London Hospital Medical College and Queen Mary College - the BLO plan.

But the college is unhappy about the way the meeting was conducted, claiming the attendance was rigged. "Various people attended for the first time in many years," a spokesman said. It is also concerned that about 75 pages of documents were distributed to members just two days before the meeting.

St Bartholomew's claims that the BLO scheme is a waste of money, has serious disadvantages for medical education and research at the college in the future, and would break up a "thriving institution". It favours a solution which would link the London college with Queen Mary, while St Bartholomew's continued its "fruitful relationship" with the other institutions.

Deadline for vocational qualifications

A new bid to hack a well-defined path through a tortuous maze of existing vocational qualifications has been outlined this week.

Coupled with a plea to government for urgent action, the final report of the Review of Vocational Qualifications proposes a new national body to streamline the system.

The review working group recommends the initial establishment of five new levels of awards into which existing vocational qualifications such as those from the City and Guilds Institute and the Royal Society of Arts, could be slotted. The scheme would embrace professional and industrial training awards and might include in-house arrangements made by companies.

The new framework would leave sufficient room, its supporters argue, for co-ordination in the future with new GCSE academic examination system.

Though no statutory powers are envisaged at present, the review document suggests legislation should be enacted if the desired objectives are not met, although it is anticipated that the Manpower Services Commission will greatly encourage examining bodies to register.

Continued on page 3

Ministers to use closure threat in fight for funds

by Ngaio Crequer

The Government will almost certainly provide more money for the universities to stave off their grave financial crisis but ministers at the Department of Education and Science believe that the only way to persuade the Cabinet to free more funds is to threaten closures of a number of universities.

They hope that the political unacceptability of such action, along with its legal, parliamentary and technical complexity will prove their tactics successful.

Ministers have privately calculated the cost of buying off the universities with level funding. The figures they have come up with are £30 million extra in the first year, £60 million in the second and £90 million in the third.

Sir Peter Swinnerton-Dyer, chairman of the University Grants Committee has informally discussed the prospect of closures with civil servants but the committee itself has not discussed the matter, apart from warning in its 1984 strategy advice that the Government cuts could result in the closure of departments or entire institutions.

Indeed the UGC spent this week trying to reassure five universities, Keele, Stirling, Essex, Hull and City, named in press reports as candidates for closure, that no official hit list exists. The five appear to have been chosen on a "round up the usual suspects" basis.

In letters to the five universities Sir Peter has said: "I have made no secret of the fact that, in June or July, the UGC will probably be writing to Sir

Keith Joseph saying that if the Government's present plans for the level of university funding are not changed, he will have to choose between a number of unattractive alternatives.

"Which of those alternatives we shall list, and what recommendations if any we shall make between them, we have not yet considered; and indeed we shall not have time to consider that until the May allocation letter is out of the way."

"We shall have to consider whether to list the phasing out of grant to a certain number of universities as one possible alternative. Indeed, as far back as our strategy advice we said that there might be circumstances in which that would be the least damaging way of solving the problems facing the university system."

"We also said in the strategy advice that even if we recommended that grant be paid to fewer universities than it now is, it would be out of the question for the UGC to recommend which universities should have their grant phased out. Considerations other than educational ones would be bound to enter into that choice, and the choice would necessarily be one which only Government could make."

The outcome of the current allocation exercise, which culminates in May when each university will be told its grant, would be relevant if the DES and to pick candidates for closure. Other factors would include which subject areas should be protected, the quality of student intake and the cost of administration.



St Andrews University's new rector, Mr Stanley Adams, arrived at his installation ceremony in style, pushed through the town on a Silver Ghost Rolls-Royce, bearing the appropriate number plate of SU 38. Mr Adams last year won his case for damages against the European Commission which failed to protect his identity after he leaked documents from the multinational company Hoffman-La Roche.

Animal lab tests trio targeted

by Carolyn Dempster

The three universities of Cambridge, Manchester and Swansea have been targeted for major demonstrations by the animal anti-vivisection movement as part of a proclaimed "World Day for Laboratory Animals" tomorrow.

According to the organizers, British Union for the Abolition of Vivisection, National Anti-Vivisection Society and Animal Aid, the three campaigns have been chosen because of the "atrocious" behavioural and psychological experiments conducted involving animals in the interests of furthering knowledge of human behaviour.

Mr Kim Stallwood, secretary for the umbrella group Mobilization for Laboratory Animals, stated that while most British universities use animals in behavioural experiments, Cambridge, Manchester and Swansea were "particularly bad".

Recent experiments cited include the brain damaging and brain grafting of female rats to determine effects on behaviour (Cambridge), administering shocks to rabbits while the mammals were constrained in perspex stocks to study vertebrate (Cambridge), and the use of mice and rats to monitor the effects of nutrition and environment on the development of the brain and behaviour through starvation, separation techniques (Manchester and Swansea).

Swansea has postponed its annual open day because of the risk of the exposing members of the public to the demonstration, said Mr Robert Barnes, senior assistant registrar. The university has also issued a statement to counteract the "lies, half-truths and innuendo" in the criticisms levelled by the anti-vivisectionists. They maintain that all experiments conducted involving the use of animals have been carried out in strict compliance with

DES admits redundancy weaknesses

Universities are still meeting serious problems arising from the redundancy scheme for academics introduced to help facilitate the 1981 cuts, the Commons Public Accounts Committee was told this week.

A submission to the committee, drawn up to overcome differences between officials at the Department of Education and Science and the National Audit Office says there is no reason to believe that inquiries made at a number of universities are unrepresentative of the system.

The report sets out the areas of disagreement between the DES and the NAO which were embarrassingly exposed at a PAC hearing earlier this year.

It complements an earlier report by the NAO which made clear that the University Grants Committee warned of "disorder and discommodities" arising from the cuts.

The DES has been successful in distinguishing between consequences of the general reduction in funding and the impact of the redundancy scheme, which it says was introduced to mitigate the effects.

The Government introduced the redundancy scheme to minimize such effects as far as possible while continuing to achieve the intended staff reductions within the time scale involved.

Under the £238 million scheme 47 per cent more academics actually took redundancy than had been assumed, the report says.

The new memorandum makes clear that even at the end of the redundancy exercise in 1984, the UGC forecast continuing problems.



University architecture, 13

DON'S DIARY

MONDAY

On the 9am train to Manhattan for a meeting with two vice presidents of the National Broadcasting Corporation (NBC) to finalize details regarding their sponsorship of several fellowships. Joined at Rockefeller Center by the dean of the college of arts and sciences, chairman of the communications department, and a faculty member already receiving support from NBC. Meetings proceed quite smoothly although a fiery statement by the communications department chairmen regarding academic prerogatives in the selection of Fellows casts a momentary pall over the deliberations. I offer a firm but more conciliatory statement supporting the chairman's position and the issue is satisfactorily resolved. We retire for a pleasant lunch in elegant surroundings as my thoughts drift to the very clear material distinctions between the trappings of corporate and academic life.

Arrive back on campus just in time for a meeting with faculty from the chemistry department regarding their needs for new and expensive equipment. They are an energetic and forceful group but meeting their equipment requests would add 5 per cent to the national debt.

TUESDAY

A crisp but sunny spring morning as I board my regular New Jersey Transit train to the university. Off and running early as I have a 9am meeting with the vice chancellors to plan a two-day retreat for senior university administrators next month. There is considerable bargaining and disagreement within the group regarding the agenda and when a consensus is finally forged I am reminded of a former colleague's observation that while university administration is only occasionally intellectually challenging it is always interpersonally challenging.

Off to the history department to confer with the chairman regarding my lecture at the forthcoming departmental colloquium. Feeling quite uneasy about being asked but a little invigorated by having accepted their invitation as we clarify format and expectations. I leave pleased to have colleagues who actually read and wish to react to my writings on 19th-century American universities. Lunch is short-lived as after lunch I meet with key faculty on the university budget and faculty compensation committees. Enrolment increases and staff redundancies are all raised in a single hour. One faculty member walks out in apparent frustration while another claims the headache. It's a tough time for faculty in a tuition-dependent, private university.

WEDNESDAY

Take auto into shop for repairs. Werner, garage proprietor, has a heavy German accent as do helpers, Max and Franz. He runs the repair shop with typical German efficiency and my confidence in his ability is strong. His bills are also typically German - expensive. There is a productive meeting with a couple of faculty regarding a proposed grant from the federal government with the remainder of the afternoon spent catching up with back issues of the *Chronicle of Higher Education* and *The Times Higher Education Supplement*.

THURSDAY

8.55pm - International Terminal,

Newark Airport. Munching on a Mars Bar while waiting for the 10.15 Virgin Atlantic Airlines flight to Gatwick and a meeting of the Higher Education Foundation at St Anne's College, Oxford.

This long day began with a 9am deans' meeting where we discussed summer session (needs improvement), library (inadequacy of collection) and academic plan (we don't have a useful one). The deans seemed courteous but maybe it's just me who feels a bit like Sisyphus today. We developed some clear plans, assigned responsibility and seem to depart with a sense of satisfaction.

Brown Bag Book Review. Regular weekly luncheon with a small group of faculty to discuss a particular book. Today, a colleague from the history department did a good job in presenting a critique of Mitchell's *Tower of Babel*.

Back to the office where I plunged into a flurry of activities designed to finish up my work, clarify staff assignments and generally insure that things run smoothly while I am away. Took the early train home.

FRIDAY

It's sunny and warm when we arrive at Gatwick 20 minutes ahead of our scheduled 9.55am arrival. Airport is almost empty, a far cry from the bustle of Heathrow. Take 10.12 train to Oxford via Reading. Purchase first-class ticket to treat myself after the long flight but it is not much of a reward as the section is dirty and hot.

After a rapid succession of extended stays and brief visits it has been almost three years since I last set foot in the United Kingdom.

Read portions of David Hollinger's new book on American intellectual history entitled *In the American Province* while on the train. I am presenting it at a Brown Bag Book Review when I return to campus so I must be ready. Jet lag begins to settle in. Set foot in Oxford for the first time shortly after noon too tired to take in the architecture or be impressed. Proceed directly to my residence at St Anne's College where I promptly nap until 7pm, followed by dinner and the opening session.

SATURDAY

Rise early feeling fit and refreshed. Last evening's keynote address on balancing academic autonomy with community demands and political direction is still in my mind as I participate in the morning session. Issues of institutional autonomy and government co-ordination of higher education dominate the discussion. Saturday afternoon is unscheduled so I am free to begin my exploration of Oxford. Visit Oriol and Jesus Colleges and then find myself holed up in Blackwell's where I purchase several books for my wife and discover that Margaret Atwood, my favourite contemporary author, read there the previous evening. Back to St Anne's for the evening session and dinner.

SUNDAY

Palm Sunday. Services at Blackfriars followed by a quick retreat to my residence with a copy of *The Sunday Times*. Sessions begin at 11.15am and carry on until the evening. The parallels between university concerns in the UK and the US are at times haunting. Several of my colleagues look to America for possible solutions but we are also floundering and need to look elsewhere for promising avenues. People seem to have a good understanding of the organization, structure and problems of American universities but perhaps an idealized conception of our successes.

Back in my room sorry that the conference will end tomorrow but appreciative of the stimulation and eagerly looking forward to several days of rest, relaxation and exploration. It won't be three years before I return to the UK.

Joseph M. Stetar

The author is associate professor of education and associate provost for academic affairs at Seton Hall University, South Orange, New Jersey, USA

Academics back Labour

by Felicity Jones

Over 500 academics are to pledge their support for the Labour Party's higher education programme in an advertising campaign to be staged later this year.

The campaign will form part of the Freedom and Fairness social policy campaign launched in London this week to win back lost voters from the Alliance.

Both members and those thought sympathetic to Labour's *Education Through Life* document were invited to support the advertisement which will draw attention to the effective government cuts and the need to plough more investment into higher education.

The signatories taken from among supporters across the binary divide will include professors John Griffiths, Laurie Taylor, Roderick Floud and other names like Bernard Crick, Ben Pimlott and Mike Rustin are included. Education has been given a high profile in Labour's "putting people first" campaign which, apart from the sloganeering, aims to steal some of the Tories' thunder by placing the stress on giving people the freedom to make choices about education and other social issues.

Mr Neil Kinnock said at the launch

that when the Tories spoke about freedom it meant freedom for the rich: "rolling back the state" meant loss of support for universities and polytechnics.

Labour carried out qualitative research with panels of interviewees which revealed that although Alliance

SDP urges shake-up

Education should be seen by government as an essential engine driving the economy - not as a burden upon it, says the latest educational policy document issued by the Social Democratic Party.

In a 30-page report the SDP calls for a re-orientation of the whole education system to meet the sophisticated demands of a technological society.

"It is simply not good enough that many able young people can enter university or polytechnic with no knowledge of how to use a computer, while others have barely the level of literacy required to write a good technical report," the SDP says.

In the post-16 field, the report proposes a "mix and match" credit transfer system for all students. A

new Council for National and Vocational Awards, the task of bringing post-16 qualifications into a single framework.

Changes at the 16+ level, the first-year curriculum, should also be made more accessible to older students.

"Our plans for higher education should aim to be less than the best, but more than the rest, in the areas in which half the population enters college or university," the report declares.

Education for Innovation, published by the SDP, 4 Covey Street, London SNB.

RIBA takes hard line on cuts

In a surprise move, the Royal Institute of British Architects voted last week to strengthen its opposition to cuts in the number of architecture schools.

The motion which was put to a special general meeting of the institute was signed by over 100 RIBA members. Members wanted the institute to resist pressure to reduce the scope of architecture education, and support existing schools in line with its charter.

The institute says it was able to vote for the motion because it has been realising cuts by defending the five-year mandatory grant. There has been great pressure to cut courses down to

four years since the publication of a report by Her Majesty's Inspectorate. Moreover it says that it has supported the diversity and geographical spread of the schools and has operated within the charter by maintaining quality and standards.

The decision of the meeting is to be reported to the next RIBA Council meeting on May 21. By then the fate of North East London and Huddersfield Polytechnics which stand to lose their architecture intakes by this autumn will be known. There will also be some indication as to where the cuts in university schools of architecture might fall.



Keeping the noise down: South Bank Polytechnic has created its own company for helping to design and manufacture noise-reduction kits for heavy lorries. The firm - South Bank Acoustic Engineering - has taken on its first trainee, 16-year-old Raymond Worrall who is with Neil Fletcher, chairman of the Inner London Education Authority's further and higher education committee, who opened the company.

Power and the television premier

by Peter Aspden

The subtle processes which determine the public's perception of Rambo Ronnie and the Iron Lady are to be the subject of a two-year study by Professor Colin Seymour-Ure, professor of government at Kent University.

He has been awarded a grant by the Economic and Social Research Council to study the way British state use television and the press to get their various messages across. He will be spending time in Ottawa, Canberra and Washington to compare the press offices of Downing Street with their Canadian, Australian and American counterparts. "The study is partly an attempt to find out how different heads of government have reacted to the

growth of television," he said. "Television hasn't just affected the lives of ordinary people - it has made a big difference to what prime ministers and presidents do, and how they do it."

Although American presidents have traditionally used news media to help them get their messages across, British prime ministers have only recently learnt some of the tricks of the trade, Professor Seymour-Ure said. He plans to trace the growth of their press offices, from the days of the unresponsive Clement Attlee, to the current regime of Mr Bernard Ingham, Mrs Thatcher's press secretary.

He said he hoped the study would throw light on the kind of power enjoyed by presidents and prime ministers.



Little left out by large

A blow for the established University Teachers' leadership - executive elections have rejected two well-known left-of-centre figures, Julian Kanderer from Sheffield and his rather more substantial (physically speaking) colleague from York, Bill Tytall.

The voting, for reasons which remain obscure, seems to have favoured candidates from larger institutions.

Domestic rivalry has spilled over into the debate on the closure of Huddersfield Polytechnic's school of architecture. Sir Keith Joseph is currently being pursued by an all-party group of MPs, including local Huddersfield MP Barry Sheerman, shadow education spokesman, armed with a successful early day motion with more than 100 signatures.

Meanwhile, during an adjournment debate, a Tory MP found the closure proposal "curious since the Leeds school 'just down the road' is not being axed, despite having just lost its honours programme."

Don't walk away, René

The new French education minister, Mr René Morony, has made few friends among the country's education journalists. At the end of his first press conference, he refused to answer any questions, and quickly left the room after a presentation which had remained at the level of generalities.

Mr Morony's behaviour brought an immediate complaint from the Association of University Journalists that its members "could only listen to the minister's declarations, and were thus unable to do their work properly." The association was particularly upset that the minister had subsequently given a lengthy interview to one of the (government-controlled) television networks.

Fascinating seminar titles No. 457 - from the annual conference of the Association for Educational and Training Technology, "Thinking can improve the quality of student learning?"

Roof appeal

A comparative seminar on Canada and New Zealand at Edinburgh University next week will reveal a bizarre link between the two countries in an English Channel disaster. In 1877, the *Avoncliff*, bound for Wellington, was in collision with the *Foran* from Nova Scotia, with the loss of 106 lives. A church was built on the site of Portland to commemorate the tragedy, and the seminar participants will be asked to contribute towards its much-needed roof repair.

Education secretary Sir Keith Joseph, beginning his speech to the annual conference of the Committee of Directors of Polytechnics in poetic mood, confessed he was unable to find a rhyme for "polytechnics."

The THES subsequently discovered the following *balet-doux* in the conference hall:

COP to Sir Keith: "At this season Our funding you off put a freeze on. Validate or inspect - it's Deters Polytechnics! So why treat us without rhyme or reason?"

No one has been left untouched by this new spirit of openness and awareness of public relations, Cambridge University's vice-chancellor, Lord Adrian, told a recent conference.

"Even Cambridge is no longer marking its press releases 'Private and Confidential'."

Ignoring social science dangerous, says Freud

Social sciences are more accessible and relevant to students than most other subjects - but that does not make them an "easy option" for study, said the Liberal education spokesman, Mr Clement Freud.

He called for greater numbers of students to be educated in the methods of social scientists, which included the handling and testing of evidence, construction of explanations and the encouragement of healthy scepticism. And he criticized the attempts of Sir Keith Joseph, the Secretary of State for Education, to question the need for the Economic and Social Research Council, saying they "smacked of a quite illegitimate intellectual totalitarianism, matching that of moves towards a centralized school curriculum."

"Not only does the welfare state need the sort of manpower the social sciences can equip so well, but the sorts

of areas in which we desperately need some clarification - and I would think, immediately of industrial relations, the elderly or incomes strategies - seem to be growing every year."

He said the Department of Education and Science, for example, introduced changes and new policies with no prior research and totally inadequate monitoring, and it was a "dangerous irony" to be dismissive of many social science subjects.

The Association of Learned Societies in the Social Sciences (ALSSS) have urged the board of the National Advisory Body to protect their subject from drastic cuts.

The society claimed that social sciences had been recently called on to underpin or support new courses in nursing, leisure and tourism studies, manpower studies and information technology.

Lawyers to investigate improvement in services

Wide-ranging changes in legal education and training designed to make the profession's services more responsive to public needs are to be considered by a joint committee of the Bar Council and the Law Society.

The 16-member committee which was announced last week is to examine the future of the legal profession under the chairmanship of Lady Mordaunt, chairman of the BBC and IFA central appeals advisory committee.

In a joint statement the Bar Council and the Law Society say it is vital that the profession - both barristers and solicitors - should examine where its services can be improved, expanded, made more cost-effective, sympathetic and socially aware. They also want communications with clients to be improved.

"Clearly procedures for the education and qualification of both halves of the profession must be considered. It is

also necessary to alter the practices of each half of the profession where necessary to meet the needs of those who use our services," the statement says.

Among the areas highlighted for improvement are large-scale commercial problems, criminal and matrimonial work, as well as work in the fields of property transfer, tax, wills and administrative and governmental law.

Six barristers and six solicitors are to serve on the committee. Among them are Mr Robert Alexander, chairman of the bar who initiated the committee, and Mr Alan Leslie, president of the Law Society. There are also five independent members, including Professor David Williams, professor of English law at Cambridge and Mr Marcel Berlioz, formerly legal correspondent of *The Times*.

The committee will hold its first meeting the week after next.

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New tech training link target

A European feasibility project aiming to match new technology needs to training programmes has been launched by Britain's "Silicon Valley".

Involving five universities among the participating higher education institutions, the scheme aims to overcome high technology skills shortages confronting companies in the Thames Valley.

The four-year project may become a model for other similar ventures throughout the EEC, which has backed the scheme with two initial grants totalling £53,000.

Target 41 Action and Resource Group for Education and Training will seek to establish new links between industrial and educational sectors, respond quickly to new training demands in the region, and improve new technology skills training.

Launched last Friday, the initiative was welcomed by Lord Young, Employment Secretary, who said: "This kind of response by industry and training providers, and the commitment it demonstrates, is something we need more of if we, in this country, are to compete effectively in international markets. We need more employers to recognize the importance of training and more initiatives like Target which enable the training that employers need to take place."

The venture's headquarters will be in Slough, with three regional offices in Berkshire, Buckinghamshire and Oxfordshire - headed by two directors - one from industry and one from education.

Target's six objectives include the establishment of a computerized data base, incorporating information on all further, higher and vocational education facilities in the region - both in the public and private sectors. This will include information on the scheme's five participating universities: Oxford, Reading, Brunel, the Open and Buckingham.

One of the group's first tasks will be to conduct research, both into predicted new trends and factors inhibiting the provision of training for current skill shortage areas. There will be a particular concern for meeting the needs of small and medium-size companies, which cannot sustain costly in-house training programmes.

Emphasis will also be placed on the European dimension, to communicate the development of the scheme to other EEC countries. The group will investigate the creation of links with universities and industries throughout the EEC to liaise on training issues.

The Target initiative has been instigated by the region's two conservative members of the European parliament, mother and son team Baroness Elles and her son James.

What all the main parties now want most is time. The Government needs time for the public to forget Libya. Electorally Libya could be the Thatcher factor in reverse. Whatever doubts about the precise timing and nature of American action, the Prime Minister sees a counter-attack against terrorism as a noble cause and any doubts were over-ridden by her concern at the repercussions on Nato if Americans saw themselves spurned totally by Europe. But it looks like unthinking And that is bad politics with simmering anti-Americanism fuelled by the British perception of Ronald Reagan as a cowboy adventurer. In this country his coat tails could prove fatal.

The Government also needs time to catch its breath after its disastrous run since Westland. It must re-establish a reputation for competence. And it needs to sort out whether it intends to present the electorate with another dose of undiluted Thatcherism - with new education, housing and taxation - or whether it will strike a more hopeful and optimistic note in contrast to the early phase of Thatcherism. That early and necessary phase of tight monetary policy against inflation, union reform and a general lowering of expectations,

Glasgow call to retain UGC funding

by Olga Wojtas
Scottish Correspondent

Glasgow University has disagreed with its principal, Sir Alwyn Williams, over the future funding and planning of Scottish higher education.

There has been uncertainty over how Glasgow would respond to the recommendation from the Scottish Tertiary Education Advisory Council that there should be an overarching Scottish committee co-ordinating both planning and funding among the universities, central institutions, and colleges of education.

Sir Alwyn was a member of STEAC, and issued a personal statement supporting the single body, but Glasgow's evidence to STEAC stressed that it wished to retain funding from the University Grants Committee.

Glasgow has now proposed a compromise, suggesting that a joint planning body should be set up, with the issue of funding being discussed again in five years' time.

The university says it wishes to contribute to effective planning at the regional level, while preserving strong links with the UK university system. There should be no commitment at this stage to a single planning and funding body, and it would be irresponsible for the universities to take any other position, it adds.

Glasgow praises STEAC's sensitivity towards the universities' "deeply held reservations" about the funding move, and its concern that there should be adequate safeguards in relation to the peer review system, research council funding and a transfer of block funds from the Department of

Education and Science to the Secretary of State for Scotland. But Glasgow says it is no less important that the UGC element of the universities' research funding should be safeguarded, not only in terms of the transfer of resources but also in the distribution of these funds among institutions.

STEAC has little to say on this point, Glasgow warns, and since it recommends funding applied research in the education colleges and central institutions without indicating that the overall provision of funding is likely to be increased, "there must be serious doubt about the implications of such a transfer for the long-term future of the universities".

The proposed guarantees of access to UK sources of external funding

would be worthless if simultaneously a funding universities' recurrent costs for higher education planning to the needs of the area beyond.

The current annual information between the Scottish Education and while valuable, does not basis for comprehensive agrees. This single should study issues such as efficiency, and the carrying out a detailed composition and subcommittee of the UGC.

Young scientists hit research grant cuts

by Nina Hall
Science Correspondent

Young academic scientists are not getting a fair deal from the research councils, a senior research chemist asserts. Professor R. J. P. Williams, Napier Royal Society research professor at Oxford has complained that cuts in research grants have resulted in the traditional policy of peer review for allocating funds being thrown out of the window.

"The result is a very unfair system where well-established and influential senior scientists are consuming the largest slice of the financial cake, leaving the young aspiring researchers to fight over the remaining crumbs," he said.

Professor Williams blames not only the Government but also the senior scientists of the Establishment for the current "law of the jungle" in funding. "Because there is not enough money to go round, the research councils together with the UGC have jettisoned

peer review as a method of how to fund university research in favour of the direct use of cash for 'outstanding projects' or 'desirable projects'. Williams maintained that such an open to abuse. Senior scientists on research council committees unconsciously favour their own research if unchecked by peer review, and anonymous referees assess and the relative merits of a new project.

The development of existing areas of research depends on the ideas of the young researcher. It is expensive new equipment has to be bought to turn the ideas into reality. The UGC has also done to offer special equipment grants which do not depend on peer review, but "on the caprice of individuals" university committees who are in a position to assess the relative value of research instruments.

pollution award

To mark Industry Year the Pollution Abatement Technology Award scheme administered by the Royal Society of Arts is to have a category for "suggestions, studies, prototypes to abate any kind of pollution".

The judges will favour ideas that be applied by industry while saving money. The scheme is open to including universities and colleges. Closing date is June 9th; details from Pollution Abatement Technology Award, Royal Society of Arts, 11 Adam Street, London WC2N 6EZ.

to push through a long overdue reform. The Government must have chance two years ago. When Lord Carlisle fell on his sword, the transfer of the polytechnics from local authorities to central funding, he cannot afford to throw it all back into the melting pot once more because of a change of minister.

Last time DES mandarins were strongly in favour of a complete takeover but they had few followers elsewhere in Whitehall and the Tories controlled most of the government. Their champion locally was Michael Heseltine.

Then the DES fondly believed that in the National Advisory Board they had created the necessary means of getting a grip on the polytechnic sector. But the local authorities are and all too often with strong political prejudices, often not trusted with a critical part of what is a national investment. Officials used to talk about incremental change. How the University Grants Committee and the NAB would eventually be subsumed into a supervisory body. That time has now arrived.

Such is his pragmatism that the great individualist is now a centrist. There is the idea of Crown schools in the inner cities, more direct funding from the Department of Education and Science, and the "nationalizing" of the polytechnics.

The latter becomes a case for keeping Sir Keith a little while longer in his job. His credibility with the Prime Minister is needed

Keith Hampson
The author is Conservative MP for Leeds North-West.

THE TIMES HIGHER EDUCATION SUPPLEMENT 25.4.86



Whitehall's longest running farce

by David Jobbins

After 14 years in one of the hottest seats in higher education, Dr Edwin Kerr, chief officer of the Council for National Academic Awards, is bowing out gracefully.

With radical changes in the CNA's structure and function under discussion, he feels that a new face is needed to take the organization, which is acknowledged to have brought public sector higher education into its era of academic respectability, into the next stage of its development.

He is to retire at 60, this year, but makes plain he has no desire to remain unemployed and that he believes he has skills and experience which are still needed.

"I certainly do not feel as if I am 60," he says. "I have still got as much vigour as I had 10 years ago and look forward to finding one or two ways of contributing to public life for some time yet."

An Ulsterman by birth he was named from 64 candidates to take over as chief officer of the CNA in 1971, although he did not take up the appointment until September 1972.

He was principal of Paisley College of Technology at the time of his appointment, having previously lectured in maths at the University of Manchester Institute of Science and Technology, the then Birmingham College of Advanced Technology (now Aston University), Salford and Queen's University, Belfast, where he had obtained his doctorate after taking a first class degree in maths and mathematical physics.

Contrast this explicit instruction from one admittedly junior minister with the various disclaimers, washings of hands and general nods and winks from Sir Keith Joseph suggesting it might not happen, and you have a measure of the negligence of central government.

The blunt truth is that whole parts of public sector higher education are presently blighted by the very process which Government embarked on work in certain institutions are now in doubt; elsewhere hardly a college exists without some damage being proposed to its range of provision. If nothing else the uncertainty to staff, students, parents and industry, which on the present timescale will not be resolved until December, is crippling to a system already straining from the burden of inadequate funding.

Yet this muddle and confusion is only part of the farce now unfolding in Elizabeth House, because before this month is through the DES will pronounce upon the fate of initial teacher training in the public sector. Speculation is intense that between six and eight colleges or departments will be scheduled for closure, adding to the coming summer of discord. Sir Keith has omitted any mention of these closures in his recent statement to see what his ally will be this time.

Presumably the only escape hatch open to his ministry will be the familiar trick of rhetoric known as "union-bashing". Indeed we have already heard him accuse us of having the temerity to settle at 7½ per cent in our last salary deal and having thus brought higher education to the crisis it now faces. However as the job vacancies in many parts of public sector higher education testify, our settlement last year was only the start of a long process of catching up in pay so that we can attract the calibre of staff needed to teach our students the subjects and skills this country desperately needs.

The stark truth facing Sir Keith and his colleagues is that they alone have the ability to end the uncertainty, resolve the crisis and allow the students demanding access a chance to study. It requires a decision now. The sector is waiting.

Frank Griffiths
The author is education secretary of the National Association of Teachers in Further and Higher Education.

Chief now strictly for the birds

by David Jobbins

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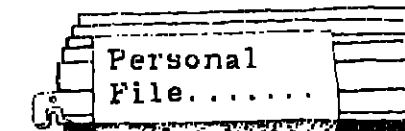


From the outset he was a champion of the public sector, arguing the advantages over the universities that the embryonic polytechnics could offer. Under his guidance the CNA was the catalyst for the slow but sure acceptance of the polytechnics and other public sector colleges as distinctive challengers to university orthodoxy.

The CNA's image when he took over was of a tight-laced bureaucracy stifling the public sector almost at birth. Within months changes were under way... some but not all at Dr Kerr's initiative. University dominance was dispelled and the CNA adopted a more liberal profile.

The long march towards greater freedom for institutions to control their own academic destinies began, with the Partnership in Validation exercise announced in 1973.

But it was six painful years before the publication of the scheme in its final form following intense con-



trovery over what some polytechnic directors saw as the CNA's determination to keep its grip firmly on the controls.

"This dilemma is still here - on one hand CNA is to devolve more responsibility; on the other it has to be certain it has the right information and the will to intervene when there is seen to be any lapse from academic standards."

The post-Lindop discussions on restructuring could take up to five years, and Dr Kerr's decision has been prompted by the feeling that the new chief officer should take the helm early in the transition period rather than at its end.

He has regrets about aims partially or barely achieved. More should/could be done on continuing education, for example, while transitory planning on the Australian model, his benchmark for a decade, remains as remote as ever despite the nascent discussions between the University Grants Committee, the National Advisory Body and other agencies.

In the meantime he is reviewing his options ready for the next horizon. An opportunity for more travel is highly tempting - especially if it offers a chance of indulging in his favourite off-duty occupation, bird watching.

Copyright goes off the record

by Nina Hall
Science Correspondent

Educational establishments are to be allowed to record radio and television programmes, as one part of the Government's plans to revise copyright law. In the White Paper Intellectual Property and Innovation, two proposals designed to update patent, trademark and copyright protection have been introduced.

The first part of the paper gives the Government's response to Sir Robin Nicholson's 1983 Green Paper on intellectual property rights and innovation and is intended to encourage and protect innovation in industry especially in the small business sector

(these now include many academic industry spin-offs and other university technology transfer schemes). For example, the Government will consider whether UK patent law should be amended for biotechnology in the development of new plant genes or bacteria.

The second part of the paper takes account of the relationship between information technology and copyright. Computer programs and databases will now be protected by copyright. The special needs of the educational sector have been given particular consideration. Although schools and colleges are allowed to record certain programmes, and there are licensing schemes for recording Open University

and educational Channel Four output, many more programmes would be potentially useful to academics.

In return for a 10 per cent levy on audio compact cassettes, colleges will be allowed to record radio programmes and keep copies of the recordings indefinitely. The situation is more complicated for video recording. While there will be no levy on blank videos a compulsory licensing system will be introduced. Television companies will still be able to offer special arrangements for educational programmes.

The Government intends to legislate along the lines of the White Paper as soon as the parliamentary timetable allows, in the form of a single Bill.

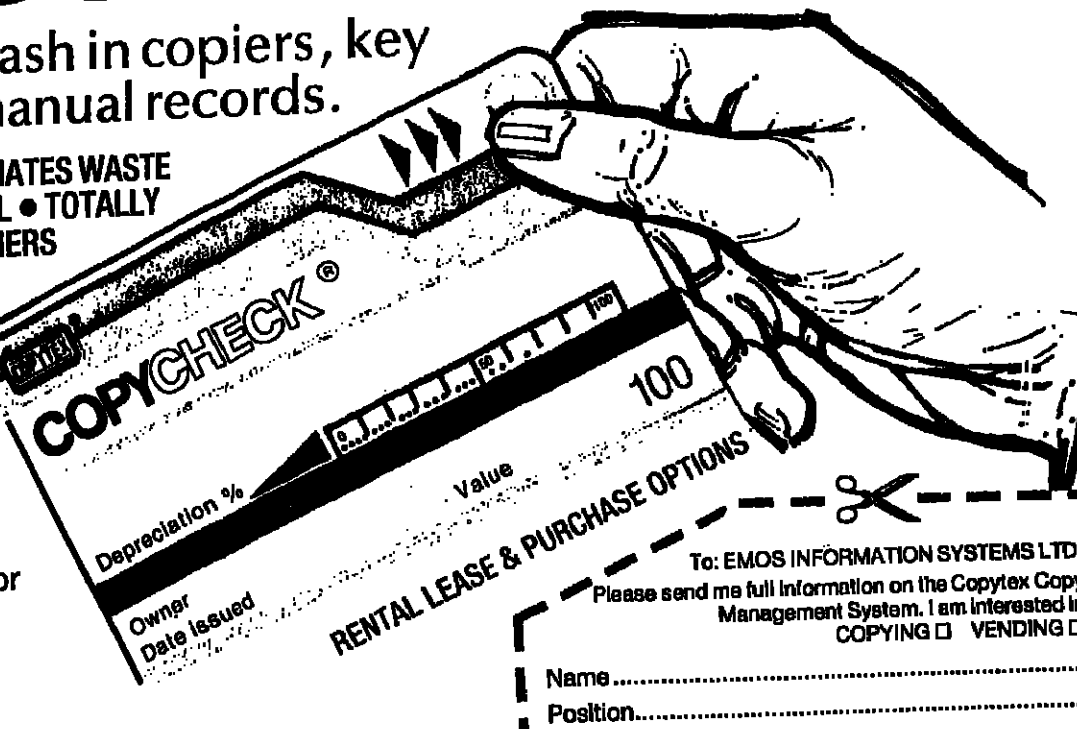
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A time to wait and a time to act

needs to be adapted to a new public mood.

The Alliance failed miserably at Fulham. If they cannot cash in on the affluence of gentrification, their prospects in southern Toryland are poor. Libya has come to save them. They need search no longer for excuses for their paltry performance. Momentum may again be just around the corner.

Labour after Fulham is beginning to look convincing. Since effective performances - notably by John Smith - and they have shown an acceptable face in Nick Raynsford. They need time for Neil Kinnock to sort out Militant totally. Delaying the election may therefore be not such a good idea. On balance, I'd still plump for October 1987. In the mean time the Government will need to strike some distinctive themes. As always in such a search, up pops education. But I am not so certain that it is such a good idea to put life into this particular hydra-headed issue. But

there it is now at the top of the political agenda.

The trouble is it is always very good for the image of an opposition. Nothing is closer to parents, both to the concerned and the anxious, both to the primary schools issue. Not since the mid-1960s has higher education been up front. But once espoused by Government ministers, the media rushes in and saves the opposition the problem of keeping it alive.

Macmillan's efforts in the 1960s, hatched on to by Harold Wilson, helped create a modernizing image for Labour. Jim Callaghan's "great debate" focused public attitudes on irrelevant standards and an over-zealous curriculum. But these Conservatives in the run-up to the elections. We raised a cry of parental power and standards.

How can the Government demonstrate there is substance in its present campaign for "a fundamental reform of education"? The case against Sir Keith Joseph is

that he failed to sell what should have been intrinsically a popular cause: improved standards, better exams and a greater professionalism on the part of teachers. The public are aware that we are not matching our industrial competitors.

Sir Keith is far from the fanatic the educational world loves to hate. Yet again last month he declared against vouchers and loans. The trouble with the so-called new radical approach to education is that it is so old hat, espoused by the party in the 1970s and rejected by Sir Keith as impracticable.

Such is his pragmatism that the great individualist is now a centrist. There is the idea of Crown schools in the inner cities, more direct funding from the Department of Education and Science, and the "nationalizing" of the polytechnics.

The latter becomes a case for keeping Sir Keith a little while longer in his job. His credibility with the Prime Minister is needed

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Keith Hampson
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0303 31358

Adult institute finds new vocation

by Maggie Richards

The choice of Manpower Services Commission chairman Mr Bryan Nicholson as keynote speaker at the National Institute of Adult Continuing Education annual conference was an early indication to delegates attending last week that a mood of change has permeated the institute.

Last year's annual conference at Surrey University has proved to be a watershed. Many of the frustrations expressed then by adult educators about the seeming inability of NIACE to respond to new trends - not all welcome - appeared this year at Sheffield University to have been largely taken on board by the executive.

Members of the executive have been prodded too by one of the emerging vociferous groups. Already the new

women's group appears to have won three important concessions: the appointment of two women members to the constitution of an equal opportunities clause encompassing race, gender, age and disability; and the acknowledgement by the institute that equal opportunities policy must be extended to its own staffing arrangements.

Other encouraging signs that the institute is now firmly coming to grips with the dominant issue of continuing education - the danger of polarization between the adult liberal tradition and the burgeoning vocational sector were reflected in the profusion of delegates from the Confederation of British Industry, the PICKUP updating programme and the MSC (though the latter its chairman and the location of the conference in Sheffield - convenient

for those adult educators itching to file a bid for MSC funding at the commission's Moorfoot headquarters).

Continuing Education and the Changing Pattern of Work and Training NIACE claims finally to have boarded the vocational bandwagon.

The MSC's chairman took the theme to heart, telling delegates: "We must work together so that we offer a coherent package to the individual, made up from all the different offerings currently taking place between the institute's Unit for the Education and the MSC to explore how both agencies can develop their work jointly in the field of educational and vocational counselling."

"No chairman of the MSC could fail to be aware of the possibilities for tension that exist between the commis-

sion and the education world, but I have also learnt that when we sit down and talk, we can work well together."

Questioned later about recent suggestions of an amalgamated department of education and training, Mr Nicholson declared that the delivery of training programmes was more important than the administrative structure by which they were produced.

A dissenting view, came from Mr Peter Clyne, senior adult education officer for the Inner London Education Authority, who argued that the determined approaches to an issue.

He denounced the current divisive system whereby various continuing education services were compelled to compete with one another for the limited resources available to fund programmes. Such action could result in the issues themselves becoming marginalized.

Durham fears for collegiate system

by Peter Aspden

Durham University may have to revise its academic plans if the University Grants Committee does not take account of its collegiate structure in its forthcoming grant allocation.

The vice-chancellor, Professor Fred Holliday, said in a speech to a convocation that the UGC might not consider college fees to be a special factor in its formula for allocating funds to universities.

"Are we to lose money from our UGC grant because we are by history and statute a collegiate university?" he asked. "That seems a real prospect and would have such far-reaching effects as to need us to recast some of our plans."

To undermine the collegiate universities of Britain, for whatever reasons or motives, would be to remove variety from the system and undermine England's most ancient and prestigious institutions. We would need to have the answers to many related questions if that is to be presented as a real possibility.

Professor Holliday said there were a number of parts of the university such as the archaeology and oriental museums and the centre for Middle

Eastern and Islamic studies - which also needed special funding under the new UGC formula, as it would be unfair to use money given for teaching or research.

He also used the speech to launch a fresh attack on the Government's proposals to cut student grants. "The traditional student award system is now failing too many students and their families; it needs a thorough review and Government must not shirk that task," he said.

Professor Holliday was the first vice-chancellor to write a joint letter with the students' union president to parents, warning of the proposed changes in student financing. "We had a very considerable and sympathetic response expressing the widespread dissatisfaction of parents with the present cumbersome and uncertain system."

He lamented the difficulties faced by state schools. "It is sad to see how the state education system in this country, at all levels, has been brought to such a state of dismay, disillusionment and, in places, despair. I fear we shall, as a nation, pay a heavy price for allowing the present situation to have come about."

Dundee seeks European role

The European Parliament's Rules Committee is considering sifting a European college in Dundee, following a resolution suggesting this from north-east Scotland MEP, Mr James Provan.

The proposal, supported by all Scottish MPs, first came from staff at Dundee College of Education last summer, after the college was highlighted in a report from the National Audit Office which criticized the amount of surplus accommodation in Scottish education colleges.

The Comptroller and Auditor General said in the report that since Dundee College of Education was rebuilt in 1979 for 1,800 students, it had never accommodated more than

700, and had then a current population of only 500.

Dundee staff, backed by the college governors, maintain that as Scotland's most modern education college, Dundee has virtually all the facilities necessary to be a European centre and argue that such a centre is vital because of the pressure of youth unemployment, the need for careers guidance and vocational training, and discrepancies in provision in different countries.

Mr J. T. Bewick, one of Dundee's governors, staff representative Mr Malcolm Black and local Scottish National Party MP Mr Gordon Eilison have met Mr Allan Stewart, the Scottish Office minister for industry and education, to urge government sponsorship of the project.

Positive discrimination highlighted

by David Jobbins

University non-teaching staff are close to agreement on an equal opportunities deal which includes an element of positive discrimination designed to overcome a range of social, ethnic and sexual disadvantages.

Negotiations with the university employers have been protracted because the terms of the deal have had to be referred to the Committee of Vice-Chancellors and Principals because of the implications for academic staff who so far lack national agreement.

A negotiated package under which non-teaching staff are encouraged to model local deals within a national both sides within the next few days.

Special attention is paid to the problems of women returning to work after child-rearing and to people who may experience language difficulties which are not an impediment to employment.

The code covers discrimination on grounds of race, creed, gender, sexual orientation or physical disability. The acknowledged aim is that no applicant for a job or employee seeking promotion should be disadvantaged by factors recognized not to be relevant to their ability to carry out the tasks required of them and it anticipates that all universities will eventually designate an officer as "equal opportunities adviser" at a senior level.

Local negotiations are expected to develop effective procedures to deal with complaints of discrimination and harassment.

Significantly the agreement requires personnel staff, heads of departments and university staff coming into contact with job applications to receive good employment practice. The vice-chancellors had felt this should not be a mandatory requirement but have conceded the points in negotiations.

Agreement has also been reached on improvements in maternity leave for non-teaching staff, increasing a paid time off to bring total entitlement to 52 weeks with a commitment towards special consideration to employing women who wish to return part-time after having their child.

University manual workers have voted to accept a £6 a week increase coupled with a merger of two lowest grades worth more than per cent to some staff.

They become the first group of university staff to settle in the 1986 round. Union negotiators are happy with a settlement so early in the round for the second year running. They are committed to continuing the fight over low pay.

And low pay is likely to loom large in negotiations with university workers yesterday. Technicians were negotiating with the employers at the week.

Women need as engineers

More women engineers are needed, according to the Industry Training Board, which is now recruiting girls away from the sciences.

There are now fewer than 100 women engineers in the UK, compared with over 100,000 men. The ITB's new co-ordinating committee for women engineers is also working with help women in the industry to full potential.

Statements by government ministers that they are reluctant to introduce immediate, wide-ranging changes into the organization of French science have brought criticism from various

right-wing university groups who have, for example, been urging the dissolution of the National Centre for Scientific Research (CNRS), the government's main research funding agency.

However, the statements have also been reassuring to leading members of the scientific community, many of whom feel that science in France has benefited substantially from the co-ordination and high political profile that it has enjoyed over the past five years.

With falling school pupil-teacher ratio but relatively constant over the last 20 years, at around 20.4:1 and 18.7:1 in secondary schools the fall was 33 to 21 per cent.

Chemistry cash

Oxford chemistry graduates going to a higher degree are to get next year's grant from this autumn. Ministry graduates staying on to a postgraduate degree such as a PhD (Phil at Oxford) have received enough money for two years' research instead of three.

This is because the Oxford degree course is divided into two parts: three years of undergraduate work (Part I) followed by a further year of research (Part II). The Science Engineering Research Council has ways regarded this fourth year postgraduate research.

From September 1 postgraduate research quota awards will not be three years but the cash will have been spread off the funding already spread around UK chemistry departments.

'Big bang' query

Implications of the "big bang" will have effectively merged the actions of the Stock Exchange with traditional banking services, are to be investigated by Heriot-Watt University professor of international banking and financial studies.

Professor Richard Dale, backed by a £6,610 grant from the Economic and Social Research Council, will investigate the financial risks arising from the increased involvement of banks in areas such as stockmarkets and securities dealing.

MELBOURNE

The Australian minister for education, Senator Susan Ryan, has assured the Malaysian government that it will not cut higher education places available to Malaysian students.

Australia had set a quota in 1986 of 2,000 new places for overseas students in secondary schools and 1,500 places in universities and colleges of advanced education. Malaysian students make up about half those from overseas studying here.

Malaysia has been critical of decisions made last year by the Australians to restrict the numbers of foreign students studying in Australia and to increase the charges for those seeking to study here.

During a recent visit to Malaysia, Senator Ryan told the Malaysians there were now three ways by which overseas students could come to Australia. Most common was the private student programme where students were subsidized by the Australian government. In 1986, the government will subsidize students for 65 per cent of the total course cost.

A second avenue was the sponsored student programme, where Australia met the full cost of education for students as part of its bilateral aid.

The third means was a new development whereby foreign students could take up opportunities to study by paying the full cost of the course. Senator Ryan said a small number of places would be available this year at full cost and she expected these numbers to increase over the next few years.

Under the programme, institutions would be able to offer a range of formal degree and diploma courses or non-award courses to meet the needs of overseas students. The full cost places would be in addition to those available through the other methods and the numbers of subsidized students would be maintained at their current level.

Science stays centralized

from David Dickson

PARIS

The new French conservative government has decided to maintain central co-ordination of all fields of scientific research - one of the principal innovations of the previous socialist government - even though it has transferred the ministry for research and higher education to the ministry of national education.

Statements by government ministers that they are reluctant to introduce immediate, wide-ranging changes into the organization of French science have brought criticism from various right-wing university groups who have, for example, been urging the dissolution of the National Centre for Scientific Research (CNRS), the government's main research funding agency.

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OVERSEAS NEWS

Hazing: fraternal greetings with a deadly edge

from William Norris

WASHINGTON

They call it "hazing". It is a rite of passage practised by many of the fraternities and sororities on the campuses of the United States, and in the past seven years it has killed at least 39 students.

Many more have been seriously injured, and the statistics almost certainly understate the problem, because many hazing deaths are reported as accidents, and injuries are often covered up.

Hazing is illegal in 19 states, and seven more are considering legislation to ban it. Yet the practice of submitting would-be fraternity members to humiliating and often painful ordeals continues. With the recent rise in the popularity of fraternities, which have boosted their membership by 150,000 over the past five years to a current total of 400,000, it is feared to be on the increase.

Last month a student at Syracuse

University was badly burned and others were less seriously injured when 10 "pledges" were smothered in de-greasing fluid. At Tennessee State University in 1984 a student died after having his head shaved and being forced to drink excessive alcohol. Another at Texas A&M University died of exhaustion after being roused from sleep and subjected to hours of strenuous, non-stop exercise. The students responsible for this incident called it "motivational character-building".

Two fraternities at the University of Texas at Austin were recently suspended for branding freshmen with dry ice. At the same university taken to hospital with severe infections after being locked in a room for four days and periodically pelted with raw eggs.

College administrators who once turned a blind eye to the practice are increasingly trying to put a stop to hazing.

UN plans revolution by phone

by Thomas Land

Governments, industry and universities are to collaborate through a new telecommunications development institution to guide the orderly, rapid expansion of information technology around the globe.

The UN-sponsored project, endorsed at a world conference at Arusha, Tanzania last year, envisages an increase in the global investment in the telecommunications sector from \$8 billion to \$12 billion a year for 20 years, making the benefits of modern electronics accessible even to the most remote communities.

The programme necessitates radical long-term readjustment in economic as well as manpower planning, research, development and training in all countries and especially those in the developing regions.

The advisory board of the new Centre for Telecommunications Development, established by the UN's International Telecommunications Union to co-ordinate the programme, has just held its initial meeting in Geneva. The chairman of the board is Jean-Claude Delorme, president and chief executive officer of Teleglobe Canada.

With an annual budget of \$10 million, the centre is charged to plot the expansion of the third industrial revolution over much of the globe which has not even experienced the first.

The institution will comprise three components - a development policy unit for the collection and analysis of data, a development service organized into teams of specialists offering high-calibre advice to developing countries on the creation and operation of public or telecommunications networks, and an operation support sector providing assistance with specific projects.

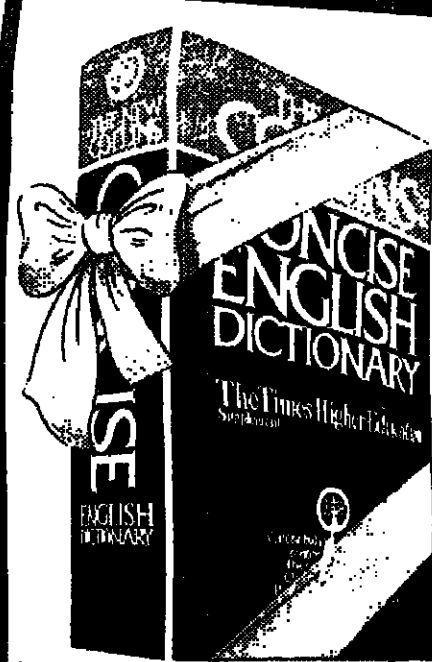
Of the 600 million telephones in the world, three-quarters are concentrated in nine rich countries and the remaining 150 million are distributed very unevenly. Lack of modern telecommunications facilities condemns many regions to prolonged poverty and deprivation. Yet the advent of relatively inexpensive communication satellites and earth stations can end their isolation without costly and cumbersome cable networks unsuitable for communities away from the industrialized population centres.

The plan, approved at the Arusha conference, was published in 1985 by the ITU's Independent Committee for Worldwide Telecommunications Development. Headed by Sir Donald Maclean, a former British diplomat, the commission seeks to finance the plan from an orderly redirection of available development funds rather than from increased aid. Its proposals appeal to "enlightened self-interest".

Under the programme, institutions would be able to offer a range of formal degree and diploma courses or non-award courses to meet the needs of overseas students. The full cost places would be in addition to those available through the other methods and the numbers of subsidized students would be maintained at their current level.



Cut and dried... Mandy McKillop, a student at Kirkcaldy College of Technology, who won first prize in the Association of Hairdressing Teachers' national competition. Mandy, seen back at work in a Dunfermline hair salon, attends the college on day release.



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FERRANTI

overseas news

Solidarity call to bar physicist

An underground Solidarity group has appealed to Western learned societies not to have any dealings with the person whom they consider responsible for the "cultural revolution" in Polish nuclear physics.

An open letter, signed by the Solidarity committee of the former Institute of Nuclear Research (IBJ), claims that Professor Roman Brosziewicz, the first secretary of the party organization at the IBJ, has long since "ceased to be a scientist" and that any welcome extended to him in the West cannot be "morally or politically neutral".

This is apparently the first time that any Polish opposition group has called for a boycott of a member of the academic establishment.

In December 1982, the IBJ was dissolved and refounded as three separate institutes, in order to carry out a purge of Solidarity activists without contravening the labour laws on academic tenure. Since formally the IBJ simply ceased to exist, there were no restrictions on the dismissal of the entire staff.

The three new institutes then re-engaged everyone except the relatively small number of people with a record of Solidarity activity, who included some key personnel. To justify their exclusion from the new institutes, a number of research programmes were summarily terminated. Brosziewicz as leading party man in the IBJ played, Solidarity says, a vital role in this "normalization by destruction".

He has since been rewarded, the letter says, by being appointed as head of the science department of the Warsaw party committee.

The whole story has been documented in an underground Solidarity publication *The cultural revolution in IBJ*, extracts of which have been mailed to the learned societies together with the letter, by the London-based Studium Centre for Polish Affairs.

Bigger cash share urged

from D. B. Udilagama

COLOMBO Against the background of a demand for better salaries by academics, which has led to the resignations of the science deans and heads at three universities, the Sri Lankan University Grants Commission is reported to be pressing for the country to spend at least 5 per cent of its gross national product on education, of which 20 per cent should be for higher education.

At present higher education's share is 0.21 per cent, according to a memorandum reported to have been submitted by the UGC to the development secretaries, who are secretaries to ministries involved in development projects and monitor expenditure.

Education as a whole receives 2.3 per cent of the GNP, the memorandum says. This is a decline from 3 per cent in 1976, despite of university enrolment having gone up by about 40 per cent since then.

The UGC chairman, Dr S. F. Kalpage, is quoted as saying that this can hardly be justified in the context of the increasing numbers qualifying for admission. He is also reported to have said that the higher education allocation from the total budget was insufficient. Only Pakistan and Bangladesh among developing countries had allocations of less than 2.3 per cent of their GNP.

US colleges forced into loan stance

from William Norris

WASHINGTON

The soaring cost of tuition and threatened cuts in federal support are forcing American universities to adopt new tactics to attract students. In one form or another, many now lend money to families to put their children through colleges.

The cost of a college education long since passed the price of a new car. Now, at the most prestigious institutions it is threatening to exceed that of a new house. And officials are beginning to realize that such massive outlays will have to be financed in much the same way as other capital purchases.

The schemes springing up are many and various, as administrators find themselves cast in the roles of bankers, loan insurers, portfolio managers and family financial advisers. One of the most popular, employed by dozens of schools from the University of Miami

to the University of Southern California, is a plan whereby families willing to pay for four years of tuition in advance at the beginning of their child's university career will be protected from future increases.

This means finding a lump sum of anything from \$20,000 to \$40,000. No problem: the university will lend it to them, and the family can deduct the interest from their taxes.

Other institutions, like the University of Rochester, have struck a deal with local banks to offer loans to students at favourable rates. In return, the colleges accept at least part of the risk for any that fall into default. Duquesne University, in Pittsburgh, has pioneered a scheme which offers the academic equivalent of the commodity futures market. Parents who deposit several thousand dollars now, while their children are very young, will be guaranteed four years of pre-paid education.

There are some drawbacks. The

child is limited to the choice of a single college, and the investment does not guarantee admission. At Duquesne the money will be returned if the student goes elsewhere, but this is not always the case.

In Michigan Governor James Blanchard has suggested that with a payment of \$2,400 for an infant, and larger sums for older children, parents could purchase a certificate that could be redeemed for four years of tuition at any of the state's 13 public colleges and universities.

What all this seems to prove is that, in spite of congressional opposition, President Reagan's strategy of whittling down the federal government's role in higher education - especially where student aid is concerned - is beginning to bite.

At a time when enhanced faculty salaries are pushing up tuition fees at double the rate of inflation and beyond, and federal grants and loans

are failing to keep pace with rising living costs, both parents and students find themselves in a hard place. The colleges are almost an obsession, and a variety of initiatives have been launched to encourage a change of direction in the universities, polytechnics and colleges.

Ministers and officials are now ready to claim some success in bringing higher education and industry and commerce closer together. Although they concede that the Government's direct influence is limited, it is seen as more than a coincidence that institutions have stepped up their outside activities in recent years.

The official view, as outlined by the Department of Education and Science at a seminar run by the Charities Aid Foundation last September, is that higher education remains out of step with industry and commerce, for all the progress that has been made. But the same paper acknowledged that, despite the strictures which dotted the Green Paper, the responsibility did not lie entirely with higher education.

Substantive success depends on greater involvement in higher education generally by industry and commerce, and in wide-ranging assistance to higher education institutions," it said.

Olivetti calls for new approach

from Federico Gamberini

LA SPEZIA The managing director of Olcese Carlo de Benedetti, chose Europe's oldest university to make a plea for a new direction within Italian academe. His speech came at the official opening of the 897th academic year at the University of Bologna, where long security thwarted protesters' attempts at disruption.

The occasion was characterized by several "firsts". It was the first time that the ceremony had been revived since the great wave of student protests which began in 1968. It was de Benedetti's first appearance in this role. And, one may guess, it was also the first time that the arguments put forward in his speech have been publicly expressed within Italian academe. De Benedetti issued a sharp warning on the need to gear universities to the requirements of the national economy.

Nowadays, he said, the key to development no longer lay in oil and other raw materials, but in qualified human resources, scientific and technical know-how and entrepreneurial ability. This meant that all industries worth in natural resources.

The availability of human capital in Italy was undoubtedly good, but it was now necessary to turn this asset to account through education, vocational training, and greater links between universities and industry.

Mixed research groups in Japan, American science parks and "incubators", and the German association of Institutes of Applied Research were quoted as examples of successful co-operation between universities and industry.

De Benedetti singled out four different aspects of university life in need of improvement: first, obvious was the need for greater links between universities and industry; universities also had to become more entrepreneurial; in addition, they should surround a greater extent with their surrounding territory; and finally it was necessary to remove the various bureaucratic and legal fetters which gave the universities a near monopoly on administration.

Information at a price

Freedom of information may be a proud boast of American society, but some information is no longer free. Librarians are up in arms against a new policy announced by the Reagan administration, encouraging federal agencies to rely on private sources to publish government information.

Page Miller, director of the National Co-ordinating Committee for the Promotion of History, told a congressional hearing last week that scholars feared that only information with a

definite profit potential would be made available to the public.

And the price would be high, as was made clear in testimony by E. J. Jose of the American Library Association. He told congressmen that the Federal Communications Commission had decided to limit the publication of decisions to those not available in commercial service known as *Radio Fischer Radio Regulations*. An actual service costs \$1,875 with an annual subscription of \$1,375.

Bandwagon halts at the crossroads

Whatever faults may be found in the Government's handling of higher education, they do not lie in neglecting its relations with industry. Close ties with the world of employment (Sir Keith Joseph forbids the use of the narrower term, industry) have become almost an obsession, and a variety of initiatives have been launched to encourage a change of direction in the universities, polytechnics and colleges.

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By contrast, the Green Paper had concentrated much more intensively on the need for change within academe. The first chapter, said to have been largely the work of Sir David Hancock, permanent secretary at the DES, set out the Government's main concerns in a way which set the tone for the whole document and provided most of the ammunition for the Government's critics. On the second page, higher education establishments were given three tasks of paramount importance, and all three concerned their links with industry and commerce.

... while Alvey picks up speed

Although the Switch has attracted most of the publicity among the Government's joint industry/higher education initiatives, it is not the largest in financial terms. That position is enjoyed by the Alvey programme, which has seen more than £300 million committed to collaborative research projects in information technology.

Like the Switch, Alvey has drawn money from several departments and from industry itself, because of the nature of the work involved, has provided the lion's share. The programme, which is directly geared to produce marketable results, has been considered so successful that the Science and Engineering Research Council has actually exceeded the £50 million it had originally expected to contribute, and there has been no shortage of matching funds.

Unlike the Switch, it is also almost certain to be extended when the money runs out in 1989. A working party under the chairmanship of Professor Eric Ash, rector of Imperial College, London, will recommend that the SERC continues its support. And, although there is likely to be more integration with the EEC's ESPRIT programme, which covers much of the same ground, the signs are that the Government will agree.

The programme has pulled in an unexpectedly wide range of



Spurred on by Government, higher education has forged the new links asked of it. Now the need for commerce is to take the initiative, writes John O'Leary in the last of our GATEWAY TO INDUSTRY series

Sir David Hancock: finest hour was setting up the Switch



The promised White Paper on higher education is certain to be less open to the charge of philistinism. But there will be no going back on the commitment to working with industry. Officials believe that they have got a bandwagon rolling and, in the absence of large sums of money to launch new initiatives, their intention is to steer the system towards collaboration at every opportunity.

In fact, a surprising amount of public money has been devoted to fostering new links, especially in the new technologies, in the past four years. The forerunner was the Information Tech-

nology Initiative, launched in 1982, which provided 5,000 places a year at a variety of levels from higher diploma to postgraduate courses. It was ahead of its time in concentrating on conversion courses for those with transferable skills and was devised with close participation by industry. Although in its last year, the money involved has now been built into higher education's baseline funding so that the places are unlikely to disappear.

A similar initiative was undertaken in biotechnology before a number of departments came together to fund the Engineering and Technology Programme, universally known as "the Switch". The £43 million programme is considered by the DES to be the jewel in the crown of the department's efforts to get higher education working in ways which will satisfy the needs of the economy. The greatest source of satisfaction was the almost unprecedented achievement of persuading other departments to support the programme from their own budgets, a feat for which Sir David Hancock is given credit. But the speed with which higher education and industry alike responded to the initiative, and the wide spread of departments supported are also considered indications that attitudes are changing in the way the Government has sought.

The Switch is likely to have exhausted the capacity of the DES to launch expensive initiatives for the moment, although talks have started with the Engineering Council and other interested parties on the need for an extension of the programme (or something like it) into other branches of engineering. A wide range of options, including enhanced grants for engineering courses, are under discussion, but prolonging the Switch seems unlikely.

The spotlight is likely to fall instead on business and management education, where Sir Keith Joseph, Secretary of State for Education and Science, is anxious to secure more private funding and foster closer links. A joint study of the needs of the business world was announced this week and pressure for changes in the structure of management education can be expected as soon as that is complete.

Attempts to encourage more investment in higher education by the private sector are the other side of the coin in the Government's effort to secure greater collaboration. More than £25 million came in as a result of the Switch, largely in equipment and staff time, and there have been moves to make further donations more attractive. The level of sponsorship allowed before students' grants are affected was doubled a year ago, offering a clear barometer of industry's commitment. And tax concessions included in

The nature of the research is such that the first commercial results will not be seen until the 1990s, but all projects have to have obvious potential to be accepted. Some of the bigger projects, which will produce new mainframe computers, are expected from more limited research, such as that at Sussex University, where work is under way to produce a "poplog", which will allow a mixture of computer languages to be used in the same environment. Similar systems have been developed in the United States, but a successful software package which combined four or more languages would be a certain commercial success.

Alvey has had its share of controversy, mainly over the involvement of the Ministry of Defence and the possible use of its projects for the United States' "star wars" initiative. However, neither that nor the involvement of higher education in sometimes highly confidential commercial research has slowed the momentum of the programme.

last month's budget should clear the way for more corporate support for the universities and some polytechnics because of their charitable status.

Firms will also continue to be encouraged to put their money into continuing education, through DES schemes such as PICKUP and Replan. The Government's line continues to be that it will support broadly-based undergraduate education in the expectation that industry will then pay to top up graduates' specialist skills and to update or retrain as necessary later in life. With a minimum lead-time of five years for producing an undergraduate, there is little choice but to place increasing emphasis on continuing education.

The DES has had a unit concentrating on the relations between education and industry and commerce for a decade, although it has been upgraded by this government. But it is by no means alone in its concern. Much of the work is carried out by the research councils, for example in setting up teaching companies involving universities and polytechnics, and a number of other departments have an interest. The Department of Trade and Industry is the most obvious example, with its £15 million a year spent on projects involving education, but Employment, Environment, Health and Social Security, Energy and Defence all have an interest, as well as the Treasury.

Officials from several of these departments will meet next week for one of their occasional gatherings to discuss the state of relations with education and industry. And there is a long-standing permanent group which monitors developments in the graduate labour market, conducting market research and trying to ensure that the right intelligence is reaching the education system as well as ministers.

Continuing anxiety about DES projections showing a steadily falling student population for most of the 1990s have prompted a series of meetings since late last year, at which the Departments of Employment and Trade and Industry have pressed for numbers to be held throughout the rest of the century. The DTL would also claim some responsibility for the heavy emphasis on collaboration in the Green Paper. But the entire budget of the DTL is smaller than that of the University Grants Committee so, despite its perennial problem of having to deal always through intermediaries, the DES remains very much the lead department. Although increasingly active in continuing education, the Manpower Services Commission has not as yet ventured far into higher education.

The Government's main problem will be to maintain the momentum created by the Switch and by higher education institutions raising their level of outside activities, when the big initiatives expire and Industry Year is a dim memory. The temptation will be to return to some form of manpower planning, regardless of the bad press it has received in the past. The old DES concept of a "bronze star" of higher education could make a dramatic return.

For the moment, however, the accent is on more general encouragement of collaboration. The big projects are likely to be European, partly for financial reasons and partly because there is a growing belief in government that international co-operation is essential in the new technologies especially.

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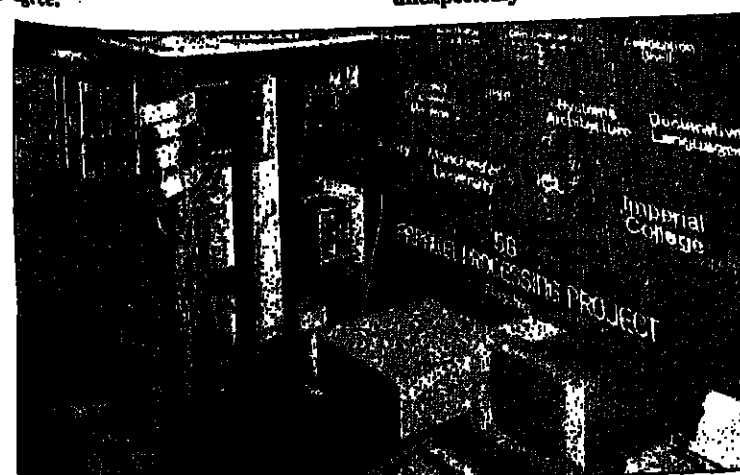
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MEMBER OF THE LEISURE STUDY GROUP

(10001)



Imperial College flagship: ALICE experimental machine designed by ICL with switching chips manufactured by Swindon Silicon Systems

One barrier broken, another takes its place

The University Grants Committee is considering lodging an appeal against the industrial tribunal ruling which found the 35-year age bar imposed under the "new blood" scheme was sexually discriminatory to a Cambridge senior researcher in psychology.

Any appeal will need to be based on a point of law and not on the statistical evidence which the tribunal said in its written decision "weighed heavily" with them showing that a considerably smaller proportion of women to men could comply with the age bar requirements.

This was the first time that a preliminary pool was set in a tribunal case of this nature so as to narrow the field of comparison.

The tribunal had ruled that the "pool" should focus on post-doctoral fellows, research fellows and staff on short-term contracts not holding permanent university appointments as well as recruits from outside university employment but limited to non-clinical medicine and allied subjects.

Over 40 pages of detailed statistical tables and graphs prepared by the Association of University Teachers using the University Statistical Record provided the "weight" behind Dr Felicity Jones's case.

She had applied at age 39 for a "new blood" post in June 1984 at the School of Clinical Medicine's department of psychiatry at Cambridge University. She was awarded the post but it was never ratified by the UGC, the scheme's sponsor. Dr Huppert claimed that the UGC had set an age limit which discriminated against women because proportionally fewer women than men could meet the strict age limit.

In the year in which she applied for her post women took 10 per cent of clinical "new blood" appointments in medicine. This compared with 21 per cent of clinical and 30 per cent of non-clinical of the total appointments, "normal" and "new blood", in the same year.

Felicity Jones on the battle for academic equality

An average of the three years before the launch of the scheme pushed the anomaly even higher.

In addition there is a marked tendency in non-clinical medicine for women to be appointed at an older age than men.

The statistical evidence produced for the tribunal showed that an average of 8 per cent of men were aged over 36 while 27 per cent of women came into this category.

In Dr Huppert's own research grade 11 subject group 11 there is about a 20 per cent difference between the numbers of women who are aged over 36 and their male counterparts.

This evidence, collected by Ms Tina Day, former AUT deputy general secretary, led the union to try and persuade the UGC to sidestep or shorten the lengthy tribunal procedure. This failed.

Curiously, the UGC was not prepared to negotiate whereby they give Dr Huppert the job even though another 38-year-old woman, Mrs Charlotte Roueche, had been waved through the age barrier for a "new blood" appointment in Byzantine and modern Greek classics at King's College.

"The UGC cited her case but 32 people over the two years of the 'new blood' scheme were let through the net of which the only woman was the lecturer from King's," Ms Day said. "The important point in all this is even if they do not accept the age limit, they should go ahead and fund the post in Cambridge."

The picture is similar in other broad subject categories (see table). Unfortunately, there is no detailed break-

The appointment of men and women to new blood and normal posts in 1983/84

	All subjects	
	men	women
Normal	857 (74 per cent)	232 (26 per cent)
NB	235 (92 per cent)	19 (7.8 per cent)
Total	892 (78 per cent)	251 (22 per cent)
	Sciences	
	men	women
Normal	28 (80 per cent)	7 (19 per cent)
NB	107 (83 per cent)	8 (7 per cent)
Total	135 (90 per cent)	15 (10 per cent)
	Arts and Social Studies	
	men	women
Normal	191 (66.6 per cent)	96 (33 per cent)
NB	30 (85.7 per cent)	5 (14.3 per cent)
Total	221 (68 per cent)	101 (31 per cent)

Source: UGC.

down other than that given in the UGC figures but clearly the success of women in "new blood" posts is much worse than normal.

In both science and the arts subjects female appointments were more than half the normal proportion but whether this is due to the age bar or not can only be surmised.

Female academics tend to be no different from other professional career women with higher degrees who tend to have children later and only start thinking about returning to work in their late thirties.

What is different and according to Vicki Fisher, the AUT women's committee chairperson, makes them rather "odd" is that whereas in other careers women's economic activity returns to nearly its former level on average by age 40, in the universities the second bulge never occurs.

A study by Professor Tessa Blackstone still holds good. Women academics tend to be unmarried, childless or have fewer children than the norm. She found that 82 per cent of male academics are married but only 43 per cent of women.

A third of male academics have no children and those who do tend to have larger than average families, while 80 per cent of women are childless.

"Female academics lead very different lives to other similarly qualified women and what is striking is how much they are the exception to the rule," Ms Fisher said.

"Academic women cannot get back into university work quite often because when they apply for a post at 40 they are told they are too old and have no relevant experience due to lack of part-time opportunities."

"It would appear that an informal age bar is already in operation and the UGC's 'new blood' bar was yet another barrier."

Universities have no difficulty appointing women to a large share of the contract research work. It is when it comes to appointments to tenured posts the difficulties seem to arise.

Or as Ms Fisher sees it: "It seems to be all right for women to do the routine work but when it comes to the tenured posts the universities are saying that women are not good enough and unqualified."

"We have identified that those female academics who return to work after having children do not on the whole go back into university work and go to some other field."

The AUT were informed of over a dozen individual cases of women who would have applied for particular "new

blood" posts. It can only be that they were the right people, little can be done to improve their chances of a "new blood" scheme have first.

The written industrial tribunal decision said: "It would have been the 35 age limit would be a barrier in respect of a suitable career by reason of the late children."

"There are no doubt women and women without who are not incommensurate and they would not be able upon such an exception."

The AUT believes that if it stands, could set a precedent for a non-discrimination unlawful practice if attempted to put age bars upon academic appointments.

The commission procedures a formal investigation into, however, and few non-discrimination notices have been given. But such a notice there is nothing the UGC, if it saw fit, to reject the "new blood" scheme with the same age bar. Dr Charles McCudden, fellow of Lincoln College, the Civil Service Commission case in the late 1970s should have warned the UGC of the problems imposing an age bar.

The Civil Service case involved a woman who was not allowed to return to work because of an age bar.

"The Price case should have been the UGC to the implications of possible difficulties with the age bar was that case which put the age bar issue on the agenda for all bodies of employers," said Dr McCudden.

It is becoming more common practice in colleges and universities where any age bar is set to include a let-out clause so that the bar can be waived in certain cases.

When Castor and Polydeuces came to Athens to rescue their abducted sister Helen, they persuaded the reluctant Heracles to disclose the secret of his hiding place. So grateful were they that Heracles spared his grove of planes and olives on the banks of the Cephissus and it became a rustic beauty spot, dedicated to his memory, then called Academeia - small wonder then that Plato and his students chose these rural surroundings, only a mile from Athens, as the site of their academy and that some concept of a suitable location has possessed the minds of all subsequent "academics".

Its merits were self-evident: beauty, accessibility and no buildings. Any education system could be adopted: formally or informally were equally available. Plato preferred lectures; even Socrates could not doubt have wandered another Mulberry tree, had he wanted a transfer from Kos. Physical exercise and games could take place without constraint and it can never have seemed too crowded or too empty.

Occasionally, however, it must have been such a simple and natural occurrence introduced problems from which university education has never been able to escape. As the concept of education spread to less temperate climates, the practice of it required a permanent shelter. How easy it must have seemed to design a building to accommodate the simple function of teaching, but it gradually became apparent just how difficult it was to define that function with precision.

The problems which would have confronted Plato, Socrates and Hippocrates in agreeing a set of requirements, had they attempted to do so, have beset the creators of universities ever since. In 1816, more than 2,000 years later, the assessors of the architectural competition for the completion of Edinburgh University complained in the preface to their report: "If there was difficulty in arranging the reports, etc. of the several architects on their respective plans... there is more difficulty in arranging the Reports or Opinions of the several Professors themselves."

Even if agreement was eventually reached so that both the Athenian and the Edinburgh architect got a really clear brief, the passage of time inevitably changes the function of any building so that it ceases to be used for the purposes for which it was designed and therefore fails to provide the facilities required by its new function.

The buildings which we have created to enhance and ease our lives quickly take charge of us. Whether we are prepared to accept this will depend on whether the buildings are sufficiently delightful to cause us to modify our aspirations and our routines for the simple pleasure of continuing to enjoy them. The alternative course is to modify or destroy the buildings and take charge of them. Whether we are prepared to accept this will depend on whether the buildings are sufficiently delightful to cause us to modify our aspirations and our routines for the simple pleasure of continuing to enjoy them.

The problem is accentuated by the fact that the functional requirements of education tend to change more slowly than those of most other manufacturing processes. In the 19th century, Jeremy Bentham and the builders of the Lancasterian schools believed that education could be subjected to the techniques of mass production, just like any other product. Indeed, Andrew Bell, the army chaplain, who devised the monitorial system in Madras and later introduced it into England, believed that a Master who was "able and diligent, could, without difficulty, conduct ten common schools each consisting of a thousand scholars" - an idea which might commend itself to the present Secretary of State.

Such ideas, however, have found less acceptance in higher education and therefore the buildings in which it is housed have tended to survive unchanged for centuries. Whether they can be made to survive for as long as is wanted; it is simply a question of applying the necessary resources to the repair and replacement of the parts. In fact, the older the building, the more important it becomes and the more secure its future; it is the buildings of the last half-century which are allowed to disappear without national monuments and are thereby inhibited from carrying out their primary role of education.

Those of us who work in such buildings and perhaps resent the constraints which they impose upon us should reflect that, for most people,



The groves of academe



In the first of a new series on university architecture James Dunbar-Nasmith considers the classical ideal and describes its greatest modern embodiment, Thomas Jefferson's University of Virginia

they epitomize the image of higher education, just as churches, for the unbeliever, epitomize religion. A "religious atmosphere" is derived not from religion itself but from our experience of religious buildings and for both the believer and the unbeliever, that atmosphere tends to stimulate religious experience. Similarly, the image of a traditional university, indeed the fact of its age and the knowledge that thousands of scholars have studied there, encourages an expectation of learning and induces a receptive approach towards it.

Some new universities have determined on a deliberate break with the past, but the majority have not and the reasons are not difficult to find. Most people go to university at the most impressionable period of their life - the moment at which the young spirit buds and flowers without too stifling a burden of responsibility. It is no wonder that the memory of the environment in which this awakening takes place never loses its magic nor that the creators of new universities, who inevitably will have been to older foundations, will attempt to incorporate something of the atmosphere which so stimulated them.

In Europe, that atmosphere was overwhelmingly influenced by the Church, the majority of colleges being religious foundations, often established through royal benefaction. In England, however, the form of the building derived more from secular than religious precedents, taking as its model the fortified manor house with gatehouse, courtyard, and hall with the addition of a much larger chapel which occasionally reached cathedral-like proportions. The hall always had the traditional screen, buttery and dais and the solar became the Master's lodge.

The pattern worked so well for learning has always been its library and here lies the quintessence of the academic atmosphere. Shelf upon shelf of books need little embellishment from the architect, whether each book possesses its own chain, as Hereford Cathedral, or whether it has been specially bound to match a decorative scheme and display the owner's coat of arms.

The architect's skill should be applied to filter the light that enters the space so that its quality is redolent of the books it houses. In the library of the Glasgow School of Art, Charles Rennie Mackintosh so featured and fretted the windows that, had it contained a single book, nobody could have mistaken its purpose.

The rare books library at Yale was designed like a jewel case by Skidmore, Owens & Merrill, illumined through walls of veined and glowing alabaster-like slabs, reminiscent of the tomb of Galla Placidia in Ravenna.

The remarkable school library at Exeter College by Louis Kahn where the clarity of all his work, in which book study and adjacent reading carrel are detailed and lit totally differently, is unified and humanized within an architectural concept warmed by the glow of log fires.

Many libraries, like Wren's at Trinity, are airy voids into which thoughts fly up all too easily, but these also, because of the grandeur of the space, celebrate the act of reading in an impressive if overwhelming way.

A library, however, is also a social space of a rather different kind; community of purpose breeds its own concentration and the awareness of so many people using the space in a disciplined manner ensures that the quality of the silence is enhanced by the number of readers observing the study or the library because it has to accommodate not only learning but teaching. Until the advent of microphones and closed circuit television, classroom size was limited by the number of people who could hear the lecturer and see what he was doing. Ingenious methods have been devised to make classrooms elaborately flexible in size like Giancarlo Piretti's multi-tiered and raked assembly hall in Urbino which can be converted into seven or eight stepped lecture rooms for about 70 students each, or Robert Matthew, Johnson Marshall's assembly room/theatre/examination hall at York where adjustable tiers double as supervised examination space.

However, modern methods of audio and visual communication may well render the classroom obsolete since students are already able to listen to personal video lectures in the tape libraries of their schools. The laboratory, however, will certainly continue - serviced with ever more elaborate equipment and therefore never quite up-to-date. Studios and workshops have more recently made their appearance in many universities but, since their built form is so dominant, have yet to acquire an acceptable academic image. At present, they tend to be relegated to separate or peripheral sites as do the increasingly elaborate buildings used for different games. Only American universities seem unembarrassed by their sports complexes.

The care and the money applied to university buildings have been responsible for their identification as ivory towers. Universities are usually either old foundations in the middle of cities or newer ones in more rural surroundings. Few opportunities have been taken, as in Durham, to use a new university to re-invigorate the centre of an old town. The location usually dictates the amount of residential accommodation provided and that profoundly influences the character of a university.

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The form would not have survived, however, unless it had also possessed

practical advantages of great importance. The act of study is an inward-looking and private affair, however outgoing may be the purpose to which the acquired knowledge is subsequently put, and it needs protection from noise and interruption.

The traditional court of study bedrooms, with staircase access, thick walls and small windows with deep avoiding glare, timber floors with ash deafening, acoustically so much more effective than concrete in reducing impact noise, double doors and no corridors, has never been improved upon. The desire for privacy was manifest in the ability to "sport your oak" - by which you shut the outer, oak door of your room to indicate politely that visitors were not welcome - the medieval equivalent of taking the telephone off the hook.

The plan also worked at a social level by dividing the college community into arbitrary but cohesive groups which ignored faculty and financial barriers but linked senior and junior members of the college around their common stair; the poorer students in the attics sharing pantry and serving with their richer colleagues and Fellows below.

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It is not, therefore, surprising that the residential campus has found favour with most academics since it embodies the concept of educating the complete man, *homo universus*. It is, however, socially divisive and at its worst can produce the equivalent of an army camp without the constraint of a Discipline Act. In a city, students are aware of their fellow citizens and conduct their lives accordingly, on a campus there is no such restraint and much thought is necessary to produce an environment which will have an equally civilizing influence.

One person in his lifetime has addressed his mind consistently to this problem and lived to see his ideas realized in a manner which has been an exemplar to subsequent generations. He was Thomas Jefferson, author of the Declaration of Independence and President of the United States who eschewed mention of the latter on his tombstone, preferring to be described as "Father of the University of Virginia". His consuming interest in both architecture and education led him to believe that there existed a correlation between the two which should be manifest in any university building. The result was probably the most successful and beautiful university campus in the world.

Everything was considered and given its place appropriate to its importance and although the university has now grown out of recognition, the original buildings exist largely intact and continue to demonstrate his belief that buildings have an important moral influence on those who used them.

His detailed knowledge of architecture, which he had acquired during his period as American Ambassador in Paris, qualified him to design the buildings and his fascination with mechanical contrivances enabled him to devise a number of new and ingenious solutions to simple practical problems. It was, however, his imaginative approach towards providing the ideal educational environment which makes the campus so satisfying. His ideas were expounded throughout his lifetime in a series of letters to friends who no doubt found them rather eccentric.

"I consider the common plan (for colleges) followed in this country, but not in others, for making one large and expensive building, as unfortunately erroneous. It is infinitely better to erect a small and separate lodge for each professorship with only a hall between for his class and two chambers above for himself, joining these lodges by barracks for a certain portion of the students, opening into a covered way to give dry communication between all the schools. The whole of these arranged around an open square of green and trees would make it, when the school is in fact - an academic village."

Much observation and reflection on these institutions have long convinced me that the large and crowded buildings in which youths are pent up are equally unfriendly to study, to manners, morals and order."

May 6, 1810.

"The Colonnade will be of square brick pilasters (at first) with a Tuscan entablature. These pavilions shall be models of taste and good architecture, no two alike, so as to serve as specimens for architectural lectures."

May 9, 1817.

"... every professor should have his separate house (or pavilion), containing his lecturing rooms with two, three or four rooms for his own accommodation accordingly as he may have a family or no family, with kitchen, garden, etc., distinct dormitories for the students - not more than two in a room and separate boarding houses for dining them by private housekeeper."

April 13, 1820.

The campus is dominated by the magnificent library, based on the Pantheon in front of which the students' study bedrooms, each with its own woodstock at the foot of the stairs, open into the famous "Lawn" and a fire interspersed with houses for married staff - another liberalizing influence which he promoted.

The whole effect is deliberately and overwhelmingly civilizing, which surely must be the only justification for tampering with the Groves of Academe.

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Carolyn Dempster surveys the Siberia watchers

Cold comfort from Soviet's powerhouse

Diatribes and discourses on frozen wastes and exiles have become synonymous with Siberia - an unfortunate and clichéd perspective indicative of the degree of ignorance which still pervades the West, and East, about this vast tract of the Soviet Union.

Last week, in a light-filled London seminar room, far from snow, sables or labour camps, a gathering of multinational Siberia watchers put paid to some of the more popular misconceptions. The seminar, hosted by London University's School for Slavonic and East European Studies, drew top academics and Siberia researchers from all over the world, experts of the Soviet exile perhaps being Professor Xue Jing, director of the Siberian Studies Institute, Hailongjiang Provincial Academy in Harbin (Manchuria).

Sadly, the four Soviets who had accepted invitations to attend the conference at the last moment did not arrive. Convenor, Lancaster University history lecturer Alan Wood, ascribed it to "travel permit difficulties and lack of finance". But Polish delegate Dr Alfred Majewicz of the University of Poznan later said: "It is quite normal for them not to be here."

Notwithstanding the absence of delegates, the four-day exchange of views on "The Development of Siberia, Peoples and Human Resources" none the less provided a valuable insight into the nature and extent of both Western and Eastern academic communication difficulties overcome by resorting to Russian instead of English, leaving non-speakers more than a little in the dark.

Professor Xue was the only one of some 30 delegates to be assisted by an interpreter, possibly because the lack of Soviet/Chinese *rapprochement* over the past few centuries has impeded his fluency in Russian, a fact he readily acknowledged. The relationship between his country and the USSR was

"quite intense", and not many young Chinese, including his own son, wanted to learn Russian, he said. "But since 1976 and the end of the 'havo revolution', there are more Russian teachers."

When asked rather facetiously if Chinese workers would ever contribute to regional development in Siberia, he replied that an army of workers crossing the 3,000-kilometre shared border armed with pickaxes and shovels might be viewed with more than a little suspicion by the Moscow authorities. "They might believe we still harbour imperialist imperatives," he wryly responded.

A recurrent refrain in virtually every address was the confession by speakers of their reliance on fragmentary and secondary sources of information, namely Soviet publications and data.

Firsthand detailed information in English about any aspect of Siberia is extremely rare, resulting primarily from the exclusion of foreigners from huge areas of the region, Alan Wood confirmed. This forces most serious students to rely on Russian texts and surveys, current media publications, and infrequent independent research forays into the region.

The work of the Siberian branch of the 360-year-old Russian Imperial Academy of Sciences, Sibirskoe Otdelenie Akademii Nauk (SOAN), formed in the mid-1850s and located in Novosibirsk, has done much to contribute to the volume of knowledge on Siberia in economics and social sciences. However, as Professor Stuart Kirby, honorary research associate at St Antony's College, Oxford, noted in his paper, it is important to recognize that the academy differs in character from comparable Western institutions, above all in being an organ and instrument of state policy.

The academy's remit is a wide one, embracing the training or preparation of cadres, awarding diplomas and degrees, setting standards, and providing a brains-trust or think-tank function.



Exploring Siberia: seminar convenor Alan Wood (right) with delegates attempting to dispel the region's frozen image.

tion. Nauka not only means science, but can be translated into learning in the broader sense.

Similarly sociology, as perceived by SOAN's Institut Ekonomiki i Organizatsii Promyshlennovo Proizvodstva (Institute of Economics and of the Organization of Industrial Production), is equated with "finding, mobilizing and using the necessary and suitable labour-power". This, Professor Kirby remarks, is fundamental to the success of any envisaged growth or development of Siberia.

A curious dichotomy has characterized Soviet and now Soviet policy towards Siberia. Dr Antony French, of Leeds, drew a vivid picture of the conflicting perceptions.

"There is the Siberia which perhaps comes first to mind to people in the West, the land of exceptionally harsh conditions, of -70 degrees Celsius, of freezing point, of enormous swamps, desolate tundra and stunted tundra. Those who live in Siberia require a calorie intake of 29 per cent higher than those in European Russia, extra clothing, heating and food costs

amount to 16-17 roubles extra per year for every drop of one degree in the average annual temperature. At the same time it is the most delicate of environments. Nature in Siberia simply cannot cope with the waste generated by modern human society."

On the other hand, there is another Siberia: "Croesus-rich" in natural resources: coal, oil, gas, gold, and uranium, not to mention the "soft-gold" which is fur. "When all petroleum everywhere is used up and when all the other fossil fuels of the rest of the world are exhausted, the coal of Siberia will be the last such source of energy on earth."

The climatic and geographic difficulties of exploiting the region are self-evident, but this does not prevent ardent Siberians from regarding the region as the "powerhouse" of the less opportunity and promise, bound 27th party congress. Siberian oblast Gagarov of Maritime Krai called for an intensified programme of settlement in Siberia.

"It is time, comrades, to put an end to the lightweight approach to

Siberian development. One and all will strive to understand that this harsh territory must become inhabited, and not simply developed" (Pravda, March 1, 1980).

The dilemma, according to Alan Wood, was recognized by the authorities as far back as the early 1960s, and the exile system developed by Russia's rulers as an attempt to address the need for a labour force and as a means of ridding European Russia of criminals who would otherwise have been executed. This contrasts the popular theory that Siberia was used initially as a vast dumping ground.

The first official population census of Siberia in 1602 revealed a third of a million people, 10 per cent of whom were exiles. The population climbed to 1.1 million by 1815, to 2.3 million in 1858 and 5.75 million in 1897. The building of the Trans-Siberian Railway brought the figure to over 10 million by 1914, and as of last year, the coast stood at 30.5 million.

But even in the earliest stages of colonization, Dr French notes, "the stream of east-bound runaway and was passed in the opposite direction: compulsory colonists fleeing back to Europe Russia". The problem of "out-migration" remains a major one, with one of the prime reasons inadequate housing facilities.

And in line with recent statements by Soviet premier Mikhail Gorbachev, indications are that enhanced emphasis on scientific and technical progress will dictate a swing away from the more ambitious development projects in the eastern regions to the more effective use of industrial capacity in central and Western USSR.

Contact between Siberia researchers until relatively recently mirrored the cold isolation of their subject matter. The British Universities Siberian Studies Seminar group was first formed in 1981 largely as a result of the efforts of Alan Wood, drawing together interested UK researchers at a colloquium at Lancaster. The second seminar was held at the Soviet Polar Institute at Cambridge in 1982, and in May of the same year, the first international Siberia conference was held in Paris.

The success of this, the second international conference, has resulted in the decision to hold a fourth British seminar in Glasgow in 1987, and a third international symposium in Canada in 1989.

Harold Silver



Designed to meet the demands of democracy

In the eight years since I became a college principal I reckon I have attended a couple of thousand meetings — proper ones, timetable meetings, including casuals in corridors or spontaneous combats round the office. That is hardly the stuff of autobiography, and it is nothing like a record. Many a registrar or administrator or committee member could tell me a thing or two. My couple of thousand have been as principal, member of this or that committee somewhere or other, delegate, editorial board member, planner, plotter, professional associationist, working partyist, drafter, and the tally is, I suppose, good going. There is always a tendency, more so these days, to be cynical: "That's what he's paid for." Attending meetings has always looked like a burden, a distraction from the "real" — teaching, research, meditation... Under greater pressure in tougher times teachers and administrators have had ambivalence: we haven't time to attend, but we can't afford to miss a meeting. As decisions, in times of contention, become more unpleasant, they get passed up the line: "That's what he's paid for." Meetings become increasingly a preserve of the ex-officio and the professional elect. It happens everywhere.

The meeting is a strange and difficult game — but having been involved in the 1960s in the attempts to improve academic democracy, I am not inclined to acquiesce in diminishing it, simply because it is inconvenient or because someone's pressures are making it unpopular or difficult. The main problem, of course, is the centralizing of decision making, but I cannot detect the rosy dawn of national renewal in the current centralist noise. We may have to establish a system of national control in education, or at least tilt the balance centre-ward, as Keith Joseph and Chris Patten mutter despairingly. Like other countries, they say, the United States, which never heard of the centralized system.

But why have meetings, debate, worry, propose, when the powerful and the wise, amongst or beyond us, know and will decide best?

How many times must a man look up before you tell him he needn't bother?

I am reminded of these various ingredients by a fascinating account published by Terrell H. Bell of his four years (ending in 1985) as United States Secretary of Education. Bell tells that remarkable educational journal the *Phi Delta Kappan* last month. Bell describes vividly the pressures of the lunatic right, Reagan's support for the Bell's policies and proposals, the conduct of Cabinet, the way meetings were played against the changing external backdrop. Bell's central purpose, having been appointed to dismantle the Department of Education, was to maintain the federal presence in education, and he traces some of the processes in mid and out of Cabinet which — in that particular respect — he succeeded, against considerable odds. For those of us who operate at a different level, and in a different context, the insights into these processes are priceless. British equivalents are hard to come by, sheltering as they do behind official secrets, 30-year rules, tight lips and the strategies aimed at preventing a Westland. What the last of these taught us, unexpectedly, and what Bell tells us in other words, in a different world of public candour, is the difficulty of deciding when the agenda of a meeting is the real agenda, whether a particular

personnel has — on a particular occasion — the power of influence or decision. Which meeting can't I afford to miss? Has the real decision already been taken round the corner, down the road, in the club, in Whitehall? How many times, as Bob Dylan might have told him he needn't bother? How many meetings of NAB, before it knows it is being declared redundant? How long before the University Grants Committee decides it need not consult or agonize, because a tamer Manpower Services Commission has the real mission, and knows it all? How many person-hours of local authority membership time to be saved, because it is simpler in Elizabeth House, or wherever?

The important common element seems to have been a fumbling to catch the right spirit

At this moment, then, three full cheers for the meeting place. Not that it cannot be bureaucratic, abortive, inept, and it is difficult not to be single-mindedly in the devoted professional matter. We may now have to acknowledge that we have not argued, shouted, enough. We have not promoted enough the processes of decision making which — whatever their weaknesses, were a major advance of the 1960s. In the name of what illusions and alleged priorities can we permit a higher education, schools, local authorities anywhere else?

I think back on the meetings of the past couple of months: in tutorial and conference rooms, to discuss research; in a business office, to discuss a training programme; in the private room of a restaurant, national education officials and hired accommodation, to discuss policy and ways and means, in a home turned into weekend planners' retreat. The meetings have been in some cases regular and agenda'd, in others ad hoc, they have been private and public, to develop or to report, to preserve and to change, to raise finance and to sharpen an idea. The important common element seems to me to have been a fumbling to catch the right spirit or downward, laterally, fully, cautiously, ly? When do you say, how much, with what tone of voice?

The messages from meetings are uneven. The procedures and directions are different, inevitably pluralistic. There have to be timings and sensitivities, but that is not the problem. The problem is what happens to a disparate system of this kind when, having worked as well as possible in a certain way, it is subjected to pressures down to dishonesty. Not that centralist American higher education are more pure and processes intended to be participatory and to pull the rug, inch by inch, on one conference weekend, is honest, discarded. It is to make reflection over more unfashionable. It is to build a future on cynicism. progress shine from some new Great meeting won't cure that ministerial fever, but it may just be part of a process of signalling to the sick. It may just be one not to miss.

Michael Power looks at the idea of radical accountancy

It was the crises confronting the accounting profession in the late 1960s and early 1970s that gave birth to serious accounting research. Pressure to agree upon standards of practice, to reflect the effects of inflation in financial statements and to cope with the requirements of legislation led to applied research within both academic departments and other organizations. Over the years research activities in the universities and within the accountancy profession have become increasingly integrated and the large firms have developed a need and capability to fund projects within departments of accounting. Undoubtedly both parties regard future co-operation as highly desirable. However, the implied subsumption of an element of higher education to the needs of business-oriented organizations raises a very basic issue: do we not wish to maintain a distinction between academic and other motives for teaching and research? Or is this merely the anti-business snobbery that is said to plague higher education in the UK?

In a recent essay Jean Francois Lyotard has drawn attention to the growing emphasis on performance and efficiency within higher education at the centre of which he places the "sacred cow" of information technology. But it does not take a French philosopher to offer us this image — the education provides ample evidence for it. That the way accounting is taught and researched today might easily be absorbed into the current ideology of educational "productivity" is clear enough. The close links between academic departments and a powerful profession already demarcates useful from those considered to be peripheral and dispensable. These attitudes are inevitably transmitted to students themselves whose approach to knowledge itself becomes strategic. Their new vocationalism seeks exemptions from professional exams the artificiality of which is openly acknowledged.

The general issue is not new but merely rekindled by current educational policy. Napoleonic measures regarding higher education are widely considered to have been motivated by the desire to produce the administrators for the stability of the state. In contrast, the German idealists under concept of Humboldt sustained an education for its own sake and an edifying vision of higher education. The question is whether, Hegelianism aside, this more freely accounting studies today.

To answer this it is necessary to confront the following type of argument: just as, say, engineering science must impart a level of technical expertise to its students so must accounting. In the case of engineering professional competence ultimately represents the safety of the man-made environment. It has standards of success which give it the status of an "objective" discipline. That is to say it deals with facts which are relatively "hard" and independent of the practices that investigate them. While such an image of accounting and the implied transmission of embedded knowledge is deeply ingrained, the analogy with engineering is not convincing. Measures of value, particularly since high inflation, are a matter of negotiation and choice. For example it is possible to value a car at historic cost, replacement cost or current cost — there is no hard fact of the matter. If one also considers the highly judgemental nature of provisions in accounts (for items such as depreciation) the point seems obvious: it is the decisions of accountants that effectively constitute the nature of the economic reality which they purport to reflect faithfully.

One consequence of the research boom in the past 15 years is that accounting was forced to explicate the nature of its practice. It was no longer had to legitimise itself and comprehend its status. Inevitably this had the effect of confronting practitioners with formal and abstract ideas about the



nature of their knowledge. It is fair to say that the theoretical development of accounting (like that of psychoanalysis) has for years been dragged along by the dictates of practice. A clear indication of this is to be seen in the history of the profession's Statements of Standard Accounting Practice (SSAP) — documents drafted in reaction to the disunity of accounting practices in the 1970s. The ensuing demand for a conceptual framework to restore both internal coherence and external legitimacy. Yet understanding of the nature of such a framework was itself problematic. Many practitioners were attracted to the analogy with a geometrical system of axioms to provide fundamental definitions of concepts in accounting. But this negotiating nature of economic reality, it buys agreement at the cost of arbitrariness — if accounting is fundamental judgemental then any conceptual framework must leave space in which that judgement can operate.

Practitioners feel uncomfortable with these kinds of issues since their underlying technocratic and objective assumptions are highly resistant to a form of inquiry and research which potentially draws from unlikely fields such as the social sciences. After all, if accounting is judgemental in the sense outlined above, reflection upon it may with little technical payback but contrary to the interests of the profession itself. Although the prevalent conception of accounting inhibits this type of inquiry, there is evidence to suggest that the situation may be changing. A recent conference at Manchester University assembled a number of disenchanted academics who share a critical orientation in accounting research. The conference explored the theoretical possibilities at a number of levels. First, there was a concern to locate the accountancy profession in relation to the state and class origins. Second, there were investigations of alternative methodological approaches to research drawing heavily upon non-functional traditions in the social sciences. Third there were some empirically based reflections on the particular nature of accounting and accountability in organizations such as local authorities and (topically) nationalized industries.

While the conference was highly experimental it was still surprising that the work of two French philosophers, Jacques Derrida and Michel Foucault, should figure so prominently. Foucault's analysis of power was discussed in relation to management accounting: within an organization as a form of "visibility" and "discipline": two of his key ideas. In his recent *Paper Phantasies: A Social Critique of Accounting*, Tony Tinker is concerned to "deconstruct" the prevailing image of the accountant as a

dull but loyal bookkeeper engaged in a neutral task. He argues that accountants' rules have implied a catalogue of assumptions about social and political implications. Accountants must therefore assume of the responsibility for the social effects of financial reporting — a role in which is systematically understated.

These examples of an alternative more reflective approach to research in accounting escape managerial concepts of knowledge and may sustain a more edifying ideal of higher education. Nevertheless there are a number of dangers confronting such a liberalization of the accounting agenda. First, one must be cautious of gratuitous theorizing. Second, is the danger of losing sight of accounting practice. While it is desirable to resist the theoretical hegemony of the profession or industry, it is also important to sustain pressure to extend the consensus of researchers beyond the confines of academic life. Third there are the concrete consequences of these ideas for the way accounting is taught to undergraduates.

In my experience these demonstrations solidify in later professional life. The educational task is therefore to introduce the alternative theories directly into the core subjects themselves by developing and questioning the various presuppositions that hold them together. This need not be done with revolutionary fervour — students should be led to question the dominant technocratic self-understanding of accounting from the inside out.

In addition to recognizing that research goals the leading accounting firms are becoming increasingly conscious of the need to equip their staff with a range of technical and communicative skills in order to meet the challenges of a volatile business environment. Add to this the current mood of introspection about auditing methodology in the face of accelerating litigation and the picture is one of rapid change. While these trends have led to a corresponding growth in accounting studies in higher education, there is an implied demand for students who are intellectually flexible in addition to being technically competent.

The author is a trainee accountant.

Lesson for a break beyond those walls

Education institutions in the United Kingdom have been far less successful in education provision for prisoners than has been the case in America and on the Continent. The contacts and attachments between these two rich sources of educational stimulus belong to the "missed opportunities" league. However, this is changing following Brighton Polytechnic's recent venture with Lewes Prison's education department. Good informal contacts already existed and professional links were growing through short course work and through support. Last year's House of Commons select committee report on education encouraged the closer links. The Government reaffirmed the Home Office view that all prison education departments, where possible, should be formally attached to a local college or institute of adult education.

The proposition is well founded educationally since prisons are isolated communities by nature. Educational work within the prison service runs the risk of alienating themselves from their mainstream work and subject specialization. Working in isolation where their work is inevitably not part of the dominant culture, they need a relationship with educational institutions to remind them of their professional goals and incidentally to help promote external opportunities for careers to be pursued at a later date back in the community.

Lewes Prison education staff studied the Government White Paper. The ensuing options were discussed because the geographical proximity of the prison to Sussex University, two local colleges of further education and Brighton Polytechnic, all of whom had shared in the educational work of the prison at some time, required careful assessment.

The merits of an attachment to Brighton Polytechnic seemed the best professional judgement. The polytechnic combined three essential ingredients: goodwill to involve itself in a wide range of community-based education, the specialist interest of teaching staff and the range of learning resources. Moreover, as a local authority institution, the transfer of administrative responsibility met Home Office criteria.

Mindful that first and foremost any arrangement needed to benefit the prisoner-student, a working party was set up with Home Office support and included officers of the Home Office prison education service, the I.E.A. Brighton Polytechnic and the prison education officer. By the time the director of the polytechnic met the prison governor and the I.E.A.'s senior

education officer, they were able to satisfy the new arrangements for the transfer. All personnel functions and conditions of service for staff along the new lines of professional accountability were assigned to the polytechnic. Staff were issued with polytechnic contracts of employment and, by the beginning of the 1984-85 academic session, Brighton Polytechnic had become the institution deploying the education services at Lewes Prison. The prison education section had become an integral part of the department of community studies and professional accountability is to the head of department.

The past year has opened new avenues for the prisoner-students and widened horizons for the teaching staff. Polytechnics can espouse a philosophy of educational flexibility and welcome the challenges of community and institutional issues, responding to the attendant educational and training needs in an imaginative and well-resourced manner. Brighton Polytechnic is sensitive to such needs and supports consultancies and agencies eager to promote educational enterprises. The realism in this approach where it is allied to the world of work strikes the right chord for the prisoners wishing to maintain essential lines of communication with the outside world where their hopes for the future rightly lie.

During the past year, there has been a great deal of involvement in the prisoners' educational programme that has enriched both the range and quality of provision as well as provide professional support and advice to the teaching staff.

The department of public sector studies has run short courses in business studies for prisoners interested in setting up their own small business after release. A course team of staff from both institutions how plan to provide a wider structure for the course offering certification. Arts and crafts have been similarly developed in the prison with the department of three-dimensional design.

Direct support has come from the polytechnic's reprographics service which prints the prisoners' magazine. The plan to update the prison's vocational training course in engineering has received advisory support from the department of product and mechanical engineering.

Prisoner-students will soon be able to take advantage of polytechnic plans to extend its modular course certification for its continuing education programme. These courses are designed to be cross-disciplinary studies and will fit the requirements of prisoner-students



Inside information: inmates listening intently to a lecture.

working towards certificates at all levels. It is planned that there will be interchange of staff and the consequent creation of a larger pool of skill and expertise for course teaching. The in-service training in joining local course development teams in helping to prepare syllabuses for modules. Staff training facilities have been one of the most positive developments during the past year. In-service sessions have benefited from the availability of a new "outside" location. Annual teachers' meetings as well as "in-house" training sessions are enjoying the more relaxed atmosphere of a non-custodial setting where thought and concentration on professional educational matters can dominate.

One training source about to be tapped follows two successful sessions run at the prison by a senior lecturer from the polytechnic's school of human movement. His work on stress management is a relevant topic for teaching staff working in a custodial environment noted for inordinate levels of tension and anxiety. Adult education is a complex skill. In a penal establishment this is even more so. As yet, we are only at the beginning but if the relationship of the prison education service with higher education is to have significance it will be measured by the quality not only of the content but also of delivery and its relevance to need. This can only come about by effective monitoring and evaluation procedures and action-research projects, which ultimately contribute to the body of knowledge about prison education.

While the link between Brighton Polytechnic and Lewes Prison is unique, it is, given the local circumstances, by no means exceptional as a measure of innovation in educational organization. If the right approach is sought at the outset then much can, as illustrated, be achieved. Other institutions of higher education have been involved to a limited extent with prison education. The teaching and training activities of London and Leicester universities extramural departments is well known and Lewes Prison has also run short courses from Sussex University's continuing education provision. Southampton University's adult education department has been involved in research work in prison education and the Open University has enrolled many prisoner-students on its degree studies as well as running staff training courses. However, the full formal attachment is only to be found between Lewes Prison and Brighton Polytechnic.

It would be well worth polytechnics close to prisons exploring such an arrangement. Prisons are, unfortunately, an expanding area of educational need. We look up more people than any other western European country, with an extra 350 joining the over-crowded population every week. At this present rate of increase there would be by the turn of the century, an extra 273,000 prisoners to add to our existing total of 48,000.

The system is overloaded and alternatives to custody must be found. The present total is already 5,000 in excess of the figure quoted by Roy Jenkins as being a point of collapse for the system if it were ever reached. That was 10 years ago!

In educational terms some of the growing needs created by these extra pressures will be manifested through

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In educational terms some of the growing needs created by these extra pressures will be manifested through

the 16 new educational departments that will be opening between now and 1991 when that number of new prisons will be added to the present total of 120-plus penal establishments in England and Wales.

Polytechnics are well placed to take up the challenges that these opportunities present. Most prisons are adult communities and it follows that the educational provision is essentially adult education. To appreciate this is also to realize that any internal debates about advanced and non-advanced work is of no educational merit in assessing the needs of adult education.

Adult educators who seek to implement these principles, whether in the community or an institution, would see the purpose of their work more closely in tune with the loftier Socratic tenets of education than is the case in the more pedagogic approaches of formal tuition. In any case, adult education is a lot more fun! As long ago as 1910 Winston Churchill, when Home Secretary, said: "The mood and temper of the public with regard to the treatment of crime and criminals is one of the most unfailing tests of the civilization of any country... the convict stands deprived of everything a free man calls life."

If polytechnics can be persuaded that education for prisoners can be as professionally rewarding as it has been at Lewes Prison then Churchill's observation morally commends the work of educators to help continue the personal growth of people deprived of their liberty.

Brian Cramp is head of Brighton Polytechnic's community services department and Will Hannam is education officer at Lewes Prison.

In the Market for modules

Institutions in different countries, evaluated, amended as necessary and then presented at an intensive course to members of universities and polytechnics who have expressed interest. After the subsequent publication of the modules by the Council of Europe they will, it is hoped, "dissolve" into the curriculum of postgraduate education throughout Europe.

A typical example of the programme is the work on multicultural studies in higher education. The specific objectives of this work lie at the very heart of the Council of Europe's endeavours. One objective is to make widely available more of the knowledge and understanding of the various minority groups in Europe, and to incorporate them into the mainstream postgraduate studies. In this way it is hoped to embrace the culture of the Basques, the Celts, the Catalans, the Samis (Lapps), the Algerians, the Caribbeans, the Indians and the other minority groups of Europe — including the important "guest workers" now in semi-permanent residence in Europe.

Closely related is the second principal objective of the activity — to facilitate the participation, in postgraduate education, of members of these minority groups who, it is hoped, will be encouraged by the existence of more "friendly" elements of the curriculum.

The multicultural studies group has now been working for some three years with members in Belgium, England, France, the Federal Republic of Germany, Holland, Ireland, Malta, Scotland and Switzerland. It has

identified four main areas in each of which modules are in preparation. These are the creative arts, teacher education, community education and language studies.

The creative arts group is concerned with the presentation of minority group arts through the media of film, painting, drama and music. It is developing modules at Dartington College of Arts, and the University of Amsterdam. In England there is also active interest at Bristol Polytechnic and, in Scotland, at Jordanhill College.

The teacher training group is being built around four units, all designed to incorporate a fuller awareness of the characteristics and needs of minority ethnic groups and related anti-racist strategies into postgraduate and inservice teacher education. The areas are concerned with cultural backgrounds, race awareness, policies and resources. It is possible that an additional component of the group will be developed in the area of library facilities.

The language module is particularly well developed and is the most advanced of all modules. Though there are several versions, common elements include: what is a language? bilingualism, monolingualism, creole, language and religion (in the English module, this is Rastafarianism), geolinguistics, language and literature hierarchy, children's language development, the history of language, roots of language. Work is taking place at the University of Sheffield and, in Switzerland under the auspices of the Federal Office of Education and

Science. In Germany work is based at the University of Heidelberg.

The fourth module, on community education, is closely associated with officers of the Commission for Racial Equality and is concerned to develop modules for use in a range of extramural and adult education programmes. Work is being based at the universities of Liverpool and Amsterdam.

Under the presidency of Professor Henri Janne of the University of Brussels — himself a former Belgian minister of education — and co-ordinated by the present writer at Warwick University, the complex task is being achieved. With immense good will and co-operation there is only one big problem — in common with all other activities in the programme — finance. The Council of Europe envisages only 25 per cent of funding coming from council sources; the remainder is expected to come from institutional and governmental sources.

Despite generous help from the Commission for Racial Equality in Britain, and Swiss federal and cantonal funding, the work has had to rely heavily on the good will of participants and their own institutions. In particular, it has required a willingness to travel at standards markedly lower than legendary luxury of international organizations. Even this has not dissipated the strong enthusiasms that the project has generated.

John Eggleston

The author is co-ordinator of the multicultural studies in higher education group in the Council of Europe and Professor of Education at the University of Warwick.

BOOKS

Union Impact

John Storey

Dr Storey is a principal research fellow in the Industrial Relations Research Unit, University of Warwick.

BOOKS

Strenuous theoretical readings

Shakespeare and the Question of Theory
edited by Patricia Parker and Geoffrey Hartman
Methuen, £20.00 and £8.95
ISBN 0 416 36920 0 and 36930 8
Broken Nuptials in Shakespeare's Plays
by Carol Thomas Neely
Yale University Press, £24.00
ISBN 0 300 03341 9

Shakespearean scholars who are interested in the current debates within literary criticism and theory were well served in 1985 by the publication of three collections of essays. *Political Shakespeare* from Manchester University Press, *Alternative Shakespeares* from Methuen (in the "New Accents" series) and now *Shakespeare and the Question of Theory*, also from Methuen. Some authors (Jonathan Dollimore, Stephen Greenblatt, Terence Hawkes and Alan Sinfield) appear in two of the collections; no one has managed to get into all three.

The title of this volume turns out to be a little problematic, and the division of the 16 essays into four sections ("Language, rhetoric, deconstruction"; "The woman's part"; "Politics, economy, history"; "The question of Hamlet") is arbitrary, as indeed Patricia Parker admits in a brief introduction which gallantly attempts to establish a coherence for a group of essays which are fairly disparate.

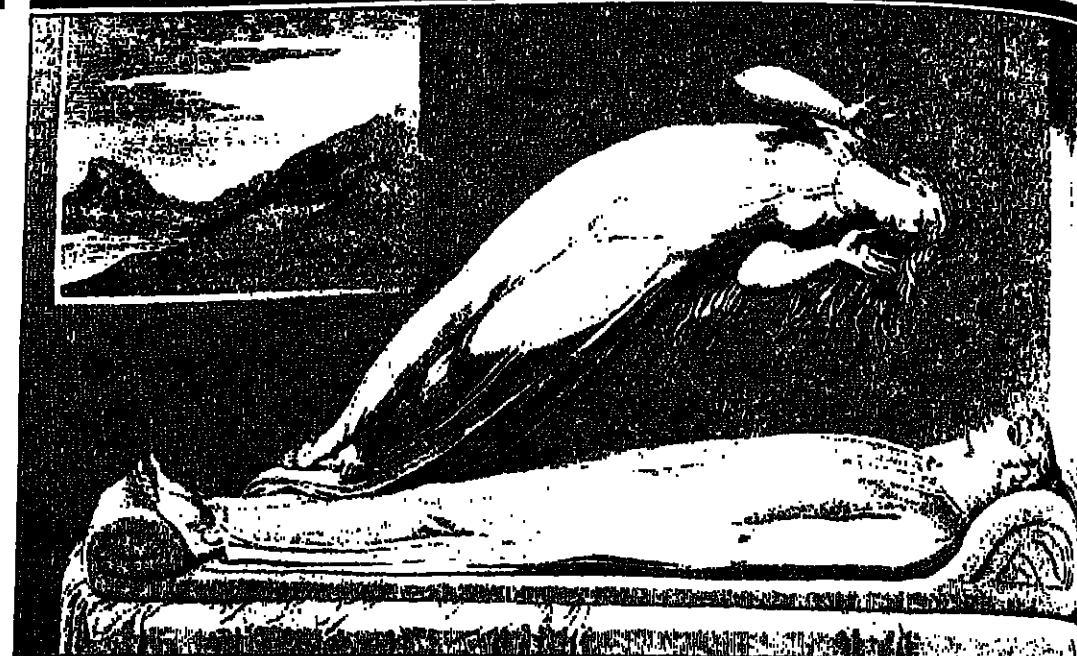
But what kind of "theory" is involved, how is it applied and with what results? By contrast with the generally political emphasis of the British-dominated *Political Shakespeare* and *Alternative Shakespeares* (the former is subtitled "new essays in cultural materialism"), this American-dominated collection has a distinct leaning towards psychoanalytical theory. Essays in all four sections discuss a range of Shakespearean texts (*Hamlet* and *Coriolanus*; more surprisingly *The Taming of the Shrew* and *Richard III*) in the light of recent work in psychoanalysis, and the "theorists" most frequently cited are Lacan and Derrida. As one who has in the past found earlier modes of psychoanalytical criticism reductive and repetitive (all

protagonists turn out to have the same problems), I am delighted to report that these essays are neither of those things. They are, at their best, keenly alert to the extraordinary linguistic and thematic density of the plays, and they vary widely in the ways in which they put their theoretical expertise. Elaine Showalter's essay on the representation of Ophelia in painting, psychiatry and literature as well as on stage, for example, draws on contemporary debates in quite a different way from Stanley Cavell's essay on words and food in *Coriolanus*.

Words are indeed another major focus on the volume. As Geoffrey Hartman puts it in his essay on *Twelfth Night*, "There is no mystery, except language itself", and again we can be grateful to theoretical writers outside traditional literary studies for re-awakening us to the awareness of just what a complex mystery language is. Several essays address the familiar issues of indeterminacy in language, self-reflexivity and wordplay from new and provocative angles. This does not always work - I am not convinced, for example, that Elizabeth Freund's attempt to demonstrate that "the self-reflexive forays of wit (in *Troilus and Cressida*) match, remarkably, the wit of the deconstructionist enterprise" does much service either to the play or to deconstructionism, but she does have some interesting things to say about "citation" in that play, and the essays by Nancy Vickers and Patricia Parker on the "bazon" in *Lucrece* and on "citation" and "detachment" in *Othello* respectively are models of strenuous close reading and informed analysis.

Some authors, on the other hand, do not seem to use much "theory" at all. Rene Girard writes on "the politics of desire" in *Troilus and Cressida* and Thomas M. Greene writes on "failed husbandry" in the Sonnets (the latter a particularly perceptive piece) without citing or explicitly employing any specific theoretical approach. Others, notably Stephen Greenblatt (writing on *Hamlet* and *Leir*) and Robert Weimann (writing on *Hamlet* and *Leir*), voice serious doubts about "theory" and question its relevance. Weimann raises the important issue of how far dramatic texts can be analysed by "those semiotic and deconstructive methods which take as their starting point a purely literary definition of the sign or some exclusively textualized concept of language". European readers of this book may well feel they want more theatre as well as more politics.

Theoretical approaches to Shakespeare are less likely to lead to new and startling revelations than in the case of other authors: his texts are already assumed to be so "open" that critics do not face the challenges presented by the kinds of texts which are traditionally assumed to be "closed". Nevertheless, I found this a



"The Soul hovering over the Body reluctantly parting with Life", from David Bindman's edition of *Complete Graphic Works of William Blake* (Thames & Hudson, £14.95).

stimulating and exciting book.

It is a pity that *Shakespeare and the Question of Theory* does not have an index, and that proof-reading appears to have been somewhat casual: several authors have been permitted to misquote Shakespeare. This latter problem is exaggerated in Carol Thomas Neely's *Broken Nuptials in Shakespeare's Plays*, which is marred by a large number of misprints including at least 10 in quotations from Shakespeare.

Her choice of topic is, however, interesting, and she ably demonstrates that broken nuptials, postponed consummations, parodic wedding ceremonies and so on are a significant and repeated feature of a number of plays, though not, apparently, of the history plays which, like many feminist critics, she largely ignores. In contrast with the other book under review, this book is surprisingly (some might say mercifully) under-theorized, especially in the area of psychoanalysis which is clearly an important focus: Neely pursues a line familiar from the work of Coppelia Kahn, Marianne Novy and Janet Adelman. She also takes on questions of gender and genre (Linda Bamber and Irene Dash are influences here), and it is possible that she takes on too much: I found the results uneven. On the whole, though, this is a useful contribution to the rapidly growing body of feminist criticism.

Ann Thompson

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Odes to liberty

Liberty and Poetics in Eighteenth-Century England
by Michael Meehan
Croom Helm, £17.95
ISBN 0 7099 4623 6

On both sides of the Atlantic critics are dissolving the old sterile and reductive opposition between so-called "neoclassicism" and so-called "romanticism". Here an Australian academic contributes a well-judged and incisive survey of intermingling political and aesthetic theories to that redrawing of the map of 18th-century literary history. Michael Meehan traces the process by which the British "balance" constitution with its guarantee of civil liberty related to critical debates upon literature and aesthetics.

The process begins with the Third Earl of Shaftesbury, who envisaged a "natural growth" towards artistic excellence under civil liberty and who postulated a link between freedom and man's "Promethean" creativity. Shaftesbury is the most outspoken advocate in the age of Queen Anne of the Grecian taste, a perfection of art which lasted through many ages. "The ruin of all things" under the universal tyranny of Augustus, Greek art and literature provided not so much a series of specific objects to be imitated

as a model of home-grown, self-formed culture; the vital factor was civil liberty which has its correlates, personal feeling and personal voice.

The immediate heirs of Shaftesbury, most fully discussed by Dr Meehan, Thomas Blackwell and Mark Akenside. Blackwell extended Shaftesbury's cultural historiography without the metaphysical raptures; he not only explored the relationship between freedom and the arts and the foundation for a sociological approach to literature, while Akenside displayed an interest in liberty as a psychological phenomenon - the Wordsworth would praise as the "genuine liberty" of the imagination. Shaftesbury, Blackwell and Akenside all turned to Greece for models of political liberty and artistic excellence, but the vaguely-defined "Gothic" origins of English political society provided models of liberty too, while the north yielded increasingly attractive primitive models of art. The allegorical temple in Collins's *Ode to Liberty* combines - "Gothic pride" and "Græcia's graceful orders". At the middle of the century political ideas commonly influenced the choice of cultural models, leading to the development of what Dr Meehan discerns to be "a reasonably coherent and increasingly strident theory of artistic nationalism and faith in local and popular inspiration".

He traces this development in the work of John ("Estimate") Brown and Thomas Sheridan, and in their more greater Scottish contemporaries, David Hume and Adam Ferguson. In Hume's considered and inclusive acceptance of social development current English notions about the arts and freedom are put into the perspective of a long European progress towards refinement, a progress in which, over time, different political systems played various parts. Ferguson conceived society and art in dynamic terms: political freedom brought about social and cultural progress; society was a living and still-growing organism; stasis was not advancing societies were either not advancing or declining. Literary innovation was appropriate because progress created barriers against the past and became a distinct from social experience: the arts would find a richer inspiration in the "animated spirit of society, and the living impressions of an age and life".

Dr Meehan ends his book with Wordsworth's *Convention Speech* where a free community seems to be embodied spirit, generating images of liberty in the *Prelude*, such as the "wilderness" which is "the land of liberty" and the "own liberty" which is "the land of liberty". There was however a response to the uncertainty of the end-of-time was Tower message: the end-of-time was near (if indeed it had not already come) when the present worldly order would be brought low and a new theocratic Kingdom of God, serviced by the baptized members of the movement, would take over from those now holding high office in church and state. When the movement gained a foothold and spread rapidly in the former territories of Malawi, Zambia and Zimbabwe it is not surprising that colonial administrators and missionaries alike looked askance at it. "Ecce-stastical bolshevism" declared one Methodist missionary in the 1930s and

Cedric Watts

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A. J. Sambrook

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BOOKS

Stay of execution

Forecasting Political Events: the Future of Hong Kong
by Bruce Bueno de Mesquita, David Newman and Alvin Rabushka
Yale University Press, £22.00
ISBN 0 300 03519 5

Hong Kong defies description. More than a city, less than a state, the third financial capital of the world, the home of five and a half million ethnic Chinese who have woken up their per capita income seven-fold since 1945 although their numbers have none than trebled.

All this has been done on the basis of a *laissez faire laissez passer* economy unparalleled in the world today but which is strikingly similar to *Das Kapital's* description of the British economy in 1867. It is therefore the very antithesis of the stifling, creaking, command economy on the Chinese mainland. Yet in July 1997 the Union flag of the People's Republic will be hoisted in its place. But although part of the Republic, Hong Kong is not to be part of its command economy. There will be - in the phrase of Deng Xiaoping, "one country, two systems". The formula enshrined in the Anglo-Chinese agreement of 1984 envisages that for fifty years after 1997 Hong Kong will retain its existing common law and judicial system, its British-style civil rights and liberties, its free market capitalist system and all that goes with that, as they stand at the end of the interval between now and when the colony reverts. To this end the Chinese Government is drawing up a Basic Law for the new Special Administrative Region, which will incorporate the many and various specific undertakings it promised in the 1984 Agreement. Hong Kong will not be absorbed; it is to be encapsulated.

But they understand terms like "freedom of the press" and the like differently in Beijing than in Hong Kong and every week that passes brings some remark from a Chinese Communist official that makes this apparent. For instance, the extremely limited steps which the Hong Kong authorities took last year to give the Legislative Council an elective basis have been described by one of Beijing's men as a breach of the Anglo-Chinese Agreement and by another as "likely to bring chaos". What with this and many another indication, the euphoria which initially greeted the agreement has evaporated. The question is posed with increasing anxiety: was it really a reprieve for Hong Kong, or just a stay of execution?

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Colonial sects

Revival and Rebellion in Colonial Central Africa
by Karen E. Fields
Princeton University Press, £27.50
ISBN 0 691 09409 8

The Watch Tower movement, whose members after 1931 became formally Jehovah's Witnesses, is one of a number of Christian evangelical sects that originated in North America during the late century and found their way into colonial Africa. There was a better suited to make an ambiguous response to the uncertainty of colonial rule. There was however nothing ambiguous about the Watch Tower message: the end-of-time was near (if indeed it had not already come) when the present worldly order would be brought low and a new theocratic Kingdom of God, serviced by the baptized members of the movement, would take over from those now holding high office in church and state. When the movement gained a foothold and spread rapidly in the former territories of Malawi, Zambia and Zimbabwe it is not surprising that colonial administrators and missionaries alike looked askance at it. "Ecce-stastical bolshevism" declared one Methodist missionary in the 1930s and

This question is addressed (and answered) as the second of three most crass and indeed preposterous book in the not inexact literature on Hong Kong. In no sense of fact it is not primarily concerned with Hong Kong at all, but with authenticating the authors' claim to have developed a mode of political analysis that has enabled them with "90 per cent accuracy" to predict outcomes in "hundreds of cases", whether these are "of rich states or poor, capitalist or communist, democratic or authoritarian". Although it is conveyed in a series of geometrical diagrams and a mathematical appendix of six pages, we can be charitable enough to explain that it is a rational-choice model with a quite elegant and sophisticated technique of identifying and interrelating the power positions of relevant competing social and political groups in a society. However this mode of analysis requires that each competing group is assigned a quantified power weighting. So, in this book, we are told that in Hong Kong the leftist elements (ie the pro-Beijing ones) are 3.3 times more influential than the British administration, and that the latter is only half as influential as local "big business". What does or what can this mean?

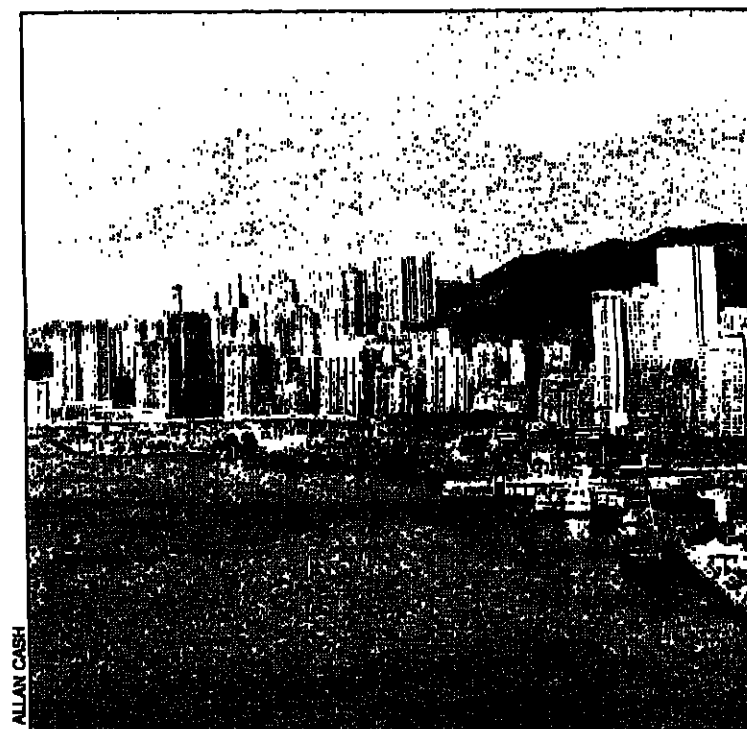
But it is not just the vice of origin that makes their predicted outcomes unsatisfactory, but their very nebulousness. Let me illustrate with a concrete instance of how to miss the point. Will the People's Republic, with its common law judges and precedents, be the final interpreter of the Basic Law? (The agreement is ambiguous). If it is, then infringements of what we (and today's Hong Kongers) regard as

freedom of the press, assembly etc could be struck down as unconstitutional by the court, and such liberties thereby guaranteed. But this Basic Law will be a statute of the Chinese People's Republic under whose constitution Article 62 interpretation of statutes and decrees vests in the Standing Committee of the Chinese Peoples Congress, ie the Chinese Government. If this is indeed the situation then it will be Beijing and not Hong Kong that decides on when and where its freedom of the press, domicile, and the like is violated; and they interpret this kind of thing very differently there. So that if this is the way things are to be it doesn't really matter what specific clauses go into the Basic Law - they will always mean what the Chinese government says they mean - and the entire agreement will have been scuppered.

Now this is not just academic. It is clearly central to the entire exercise of implementing the Chinese undertakings in the agreement to give Hong Kong its autonomy. What does the book say about it? It says: "The courts will remain under local control", a remark which takes us nowhere. Either the authors do not even recognize that a problem exists or they have dodged an answer. The numerous self-laudatory puffs with which this volume is filled may promote it in the USA but I can hardly see it making the faintest impression in Hong Kong.

S. E. Finer

S. E. Finer was formerly Gladstone Professor of Politics at the University of Oxford.



Causeway Bay, Hong Kong

that one muddled phrase sums up much of the reaction to it.

Karen Fields's study explores the relationship between the movement and its colonial setting. Other people have written more straightforward chronicles. Her account treats first the general character of the colonial territories: indirect rule with its "doubly articulated" dependence of rulers upon chiefs and chiefs upon their people; the ambiguities of mission activity; the "politics of custom" that drew upon customary institutions for legitimacy while legislating against their customary procedures, in particular witchcraft accusation, which appeared thus to give succour to witches. Against that background she then describes three major incidents deriving from waves of Watch Tower enthusiasm: Kamwana's religious-cum-political mission in 1908 that gave baptism to thousands and promoted the overthrow of whites to many more; the revival at the end of the First World War that again brought in large numbers through baptism and led to an act of successful defiance against the colonial authorities; and finally the colonial incident where Tongo Nyirinda, "Son of God", drew two hundred into a test for conversion to watch tower, who were then killed - with some complicity, it would seem, of their enemies. In the final part of her book Karen Fields points to the terms of the internationalist Watch Tower policy: the missionaries used baptism to control their

members. Watch Tower gave baptism to free theirs. The antinomian millenarianism of Watch Tower forms an appropriate response to an increasingly custom-based colonial rule whose time is running out.

The book is provocative if not entirely persuasive. It depends very much upon a broad account of colonialism (the chapter on indirect rule sweeps unhesitatingly across very different African territories) and much of the argument is conducted by portentous characterization: "the order in disorder", "the politics of baptism", "religion in colonized Zambia not only symbolized society; it was society". One misses some of the specific details of the movement: for example, its urban-rural spread and the fact that it was in out-of-the-way rural areas that the waves of enthusiasm developed most strongly. Above all, the fact that the movement did not, despite what independence but in both Malawi and Zambia developed into a more violent and more radical confrontation with their governments calls into question any simple interpretation of it as a response to colonialism. Both Watch Tower and colonialism have their religious-political ambiguities, but two sets of crossed wires do not by themselves make for a single, coherent system.

Malcolm Ruel

Dr Ruel is a Fellow of Clare College, Cambridge.

Hazards of occupation

Afghanistan: the Soviet invasion in perspective (revised and enlarged edition)
by Anthony Arnold
Hoover Institution Press, £9.50
ISBN 0 8179 8212 4

Afghanistan - Politics, Economics and Society: revolution, resistance intervention
by Ishaqul Sen Gupta
Frances Pinter, £17.50 and £6.95
ISBN 0 86187 390 4 and 391 2
Afghanistan: the Soviet war
by Edward R. Girardet
Croom Helm, £17.95
ISBN 0 7099 3802 0

It is now eight years since the government of Afghanistan fell into the hands of a self-styled Marxist party and more than six years since the entry of Soviet ground forces into Afghanistan turned the problems of that small land-locked Central Asian state into a major international issue. So long a time has passed, indeed, that the authors of some of the earliest studies of the crisis have since reappraised with second or even third shots at analysing the Afghan problem. Among these writers are Anthony Arnold and Ishaqul Sen Gupta who represent, respectively, characteristic American and Indian views of the situation. Their views also happen to be diametrically opposed at almost every point, so a comparison of them may serve to lead readers to some of the central questions.

Arnold sees the Soviet occupation of Afghanistan as the latest stage in a long-term, aggressive policy, pursued by first economic, then political, and now military means, aimed at the absorption of Afghanistan within the Soviet bloc. Sen Gupta, on the other hand, sees the Soviet action as essentially defensive, and while Arnold is profoundly sceptical about the proclaimed reasons for the Soviet intervention, Sen Gupta finds some merit in them. In particular he offers a new, uncorroborated story which tends to endorse the Soviet claim that Soviet troops forestalled an attempt by the President of Afghanistan, Hafizullah Amin, to link his country to Pakistan and the USA. According to Sen Gupta, Amin met the Pakistani foreign minister, Agha Shahi, in Kabul in December 1979, shortly before the Soviet invasion, and asked if Pakistan would try to secure the help of the United States for Amin. The Soviet Union, which came to hear of this proposal, was duly suspicious. Accordingly, it was decided that there was no such meeting, although Amin requested.

Given their views of the origin of the Soviet intervention it might be expected that Arnold would claim that the Soviet Union was there to stay and Sen Gupta that she would be glad to leave. Curiously enough, their opinions are quite reversed. Arnold believes that the Soviet Union can be persuaded to leave Afghanistan if the USA increases its support to Pakistan and the resistance. Sen Gupta, however, is wholly opposed to any increase in

US support which he believes would be pointless (as well as damaging to India) and seeks to persuade us that the resistance cannot win, that opinion in Pakistan is veering strongly in favour of a negotiated settlement which would leave a Marxist government in power in Kabul, and that Soviet forces will leave only when the revolution in Afghanistan is secure. Like it or not, he suggests, Afghanistan is destined to be another South Yemen (an opinion recorded before the events of January 1986 in South Arabia).

That two such contradictory views can be maintained illustrates the leading feature of the Afghan situation, namely the absence of reliable information about what is happening in that country. Both writers pick over the sad collection of tired and dubious data which has been the staple diet of all analysts for several years. Neither the unbelievable statements and statistics of the Afghan regime nor the fragmentary and extravagant claims of the guerrillas nor the poorly organized "western" diplomatic "sources" provide any useful guide to events.

In these circumstances one turns eagerly to the third book because it is an account of the war by a journalist who has examined both sides of the hill in Afghanistan and observed the situation on the ground. And at one level Girardet's book succeeds admirably: it presents a convincing picture of the ravages of civil war, of repression, torture, massacre and brutality. One passage describes, from the accounts of eyewitnesses, a massacre of 1,170 Afghans at Kerala in Kunar province in April 1979. Ten times as many people died in Kerala as at My Lai, Girardet observes, and more than at Lidice. But in other respects this is a disappointing book: it is poorly organized - there is no feeling for chronology or any idea that the situation changes over time; it is badly documented and has no footnotes; and far too much of the book is devoted to matters of which Girardet has no special knowledge and consists of yet another view of the same old material used by previous writers.

In their different ways each of the three books has something to offer despite their lack of novelty and occasional factual errors. In particular, the last chapters of Sen Gupta's book offer some thoughtful analysis of the situation in arguing that the world will have to learn to live with a Marxist regime in Afghanistan. One thing is clear: that Afghanistan cannot go back; a revolution has taken place in Afghanistan which is represented by the depopulation of the countryside, the monstrous growth of Kabul, the expansion of state power and the politicization of a nation, whether as refugees, guerrillas, or servants of the Marxist state. But it is a revolution which bears little resemblance to that which was planned in the summer of 1978 by that tiny group of thugs and idealists who were thrust into power by the April revolution.

M. E. Yapp

Dr Yapp is professor of the modern history of Western Asia at the University of London School of Oriental and African Studies.

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Utter scepticism

The Art of Failure: Conrad's fiction
by Suresh Raval
Allen & Unwin, £20.00
ISBN 0 04 800039 6

Professor Raval challenges those critics who, in his view, have underestimated Conrad's preoccupation with contradictions. Whereas J. Hillis Miller and Royce Kouser emphasized the "nihilism" of Conrad's vision, Raval contends that "Nihilism, like every other vision dramatized in Conrad's fiction, is not yet commended, but examined and tested"; furthermore, this fiction is radically anti-theoretical.

Its very questioning of various ideological projects and their practical consequences enables us to distance ourselves from them and thus liberates us from the paralyzing weight of their importance in our social-political life.

In accordance with Conrad's anti-theoretical intent, *Heart of Darkness* (Raval claims) "a wisdom tale devoid of consolation; it critiques and discredits any consolation one may seek in the celebration of Jim as a recounting of his failure, but a critique of the values underlying a community's vision of itself"; *Notre-Dame* has "the structure of a myth that has failed to be mythical; it retains the bitterness and failure of history"; and *The Secret Agent* is no cynical novel but rather a demonstration

of "the ways in which irony itself can be seen as an instrument of serious moral, social, and political criticism of our institutions of family and state". By now, the reader may be able to foresee that *Under Western Eyes* will be presented by Professor Raval as a text which, while showing "the interdependence of political and moral questions", offers warnings against "pre-packaged theoretical solutions"; while *Victory* "invites contradictory readings at crucial moments" (for scepticism is now repudiated and now vindicated) "and generates a textual ambiguity that is not resolvable into a final thematic meaning".

In short, what is centrally positive in Conrad's work is not a matter of reverent affirmations before life or of quotable affirmations but the sophisticated ability to probe and demystify a wide range of creeds, theories, dogmas and assumptions. Conrad emerges as the delectable and bracing pyrrhonist, sceptical even about scepticism, as a defamiliarizer who has little to learn from the Russian formalist Victor Shklovsky's indictment of "the automatism of perception"; and as one Eliot's statement, "There is no general doctrine which is not capable of eating out our morality if unchecked might drily note that this, too, is a general doctrine.

Professor Raval's style is clear and free from jargon, and his main case about Conrad is worthwhile though largely familiar. If we make the pessimistic assumption that readers will come to a confirmation of their own prejudices, note that this, too, is a general doctrine.

One apparent self-contradiction of *The Art of Failure* is that though attack on theories, the texture of the book remains rather greyly abstract; given his approval of defamiliarization-devices which challenge conventional viewpoints, Raval registers remarkably little enjoyment of the local detail and vividness of Conrad's descriptive techniques. If what matters in Conrad is "not the skepticism of some abstract philosophical stance, but a skepticism concretized in language, action, and character", Raval should perhaps have been more responsive to the impact of Conrad's "concrete" diversities. There are signs of tone-deafness in the approach: Raval concedes that the narrative of *Victory* is marred by "undeniable weaknesses", yet his interpretation seems to give as much authority to rate-rate passages as to better ones, and he claims that the "thinness" of the text is vindicated on mimetic grounds as an embodiment of "a metaphysical denial of life": a claim which may seem to privilege that theorism of which Conrad, according to *The Art of Failure*, is a redoubtable opponent.

Conrad's fiction resists any prescriptive attitude", concludes Professor Raval. While appreciating Raval's distaste for reductive and schematic interpretations, we may distrust his sense of the novelist's Olympian impartiality. As Conrad knew, the man who believes that he retains no illusion has evidently retained this illusion.

Cedric Watts

Cedric Watts is professor of English at the University of Sussex.

BOOKS

Catalan logician

Selected Works of Ramon Lull (1232-1316)
Two volumes
edited and translated by
Anthony Bonner
Princeton University Press, £162.50
ISBN 0 691 07288 4

Born in Palma eight years later than Thomas Aquinas, Ramon Lull is one of those figures difficult to characterize under any of the historical categories into which we are accustomed to funneling our thought. Theologian and philosopher, logician and mystic, religious reformer and poet – such pigeonholes only begin to suggest the variety to be found in the life and writings of the man who was both the founder of Catalan poetry and whose logical works still fascinated Leibniz four centuries after their composition. Besides searching for truth in all of the great centres of learning, both Latin and Arabic speaking, he was a man with missionary zeal to convert the Muslims to Christianity through the intellectual persuasion of his own intricate thought system, which is *not* *generis* neither philosophy, theology nor science.

What is perhaps most evident about Lull is the extent to which he was an "outsider", both in his own time and in later historical interpretations. He came to maturity just at the time when the great medieval Aristotelian synthesis was taking form at the University of Paris. However, although he was aware of that development, his insights

lay in another direction; and he was never a part of the scholastic culture generally thought to characterize the Middle Ages. Aristotelian logic was used for him, and in its place he introduced his own art, a complex thought system, which was still taken seriously by many major thinkers centuries later.

In most interpretations of medieval thought, Lull has been given only a minor place. He neither fits into the Platonic-Aristotelian metaphysical orientation emphasized by Etienne Gilson and his followers, nor into the logic-scientific direction emphasized by more recent historians. None the less, he was himself the founder of a new tradition far from insignificant. Lull, Nicholas of Cusa, Pico della Mirandola, Agrippa of Nettesheim, Giordano Bruno, Johann Heinrich Alsted, Athanasius Kircher, and Leibniz form a coherent intellectual thrust. It was that mode of thinking – consistently and sometimes extravagantly Neoplatonic, anti-scholastic, mystical and intuitive – to which the late Frances Yates drew attention as a

progressive undercurrent in medieval and early-modern western thought.

Only now is the general significance of this dimension beginning to be realized. Above all, it was not tied to any of the major religious, social or political institutions, which so successfully housed, for example, Aristotelian philosophy or Galenic medicine – Catholics and Protestants, as well as heretics of all stripes made up this maverick group deriving from Lull; and more often than not, the novel and unorthodox nature of their enterprise got them into difficulty. It produced views of God and creation far from the orthodox, as well as an approach to logic and knowledge which incorporated many irrational – if not, anti-rational – elements.

To come to Lull from the traditional rational perspectives of the central stream of western thought is a somewhat frustrating experience, for much of his writing is very alien. Readers of Bruno or Kircher, for example, can recognize some themes, but the peculiar spectrum of Lull's activities are certainly unique and out of the ordin-

ary. It is therefore most valuable to have, for the first time in English, a well-integrated introduction to that rich vein which remains largely unexplored. Indeed, Anthony Bonner's exemplary volumes should certainly make Lull and his writings far better known than has hitherto been possible. Previously available works, mostly translated by E. A. Peers, are largely literary in nature. Now, for the first time we have a selection of Lull's central philosophical works.

Bonner's excellent and concise introduction builds on the previous studies by Yates, R. Pring-Mill and J. Hillgarth, as well as on the vast interpretative literature in other languages, especially Catalan. As Bonner carefully points out, two of his Catalan works, *Blaquerna* and *Felix* (the latter translated into English for the first time), have a good claim to be called the first novels. Although it is difficult to provide a balanced selection from an author so prolific, Bonner presents a good cross-section.

Lull wrote more than 250 works,

half of them after the age of 75 – the dozen longest ones totalling more than three million words. Besides being a prolific author, he was a "man of action" travelling repeatedly to Tunis and still taking an active enough role at the Council of Vienne (1311-12), when he was 80, to promote the famous decree establishing the teaching of Greek, Hebrew and Arabic at selected universities. He was obviously a man bursting with novel ideas, good will, fiery enthusiasm and much charisma. The long-term principles of his art ended in a blind alley, indeed, only in the vaguest sense can it be seen as a precursor of modern logic and the electronic calculator. As an intellectual construction, however, *Ars brevis* – here ably translated into English and expounded – offers an engrossing insight into how a highly intelligent mind – even one of seven centuries ago – could function.

C. B. Schmitt

C. B. Schmitt is a fellow of the Warburg Institute, University of London.

Sacred record

The Dark Abyss of Time: the history of the Earth and the history of nations
from Hooke to Vico
by Paolo Rossi

University of Chicago Press, £29.75
ISBN 0 226 72838 8

Paolo Rossi's book is a notable attempt to link an area normally reserved by historians of science with a more general study of the history of ideas. His purpose is to survey the growing awareness of the remote past among a variety of thinkers in the late 17th and early 18th centuries.

First, he deals with early theories of the Earth's own past, which today we take as the origins of the science of geology. But the real point of his book is to show that the emergence of such theories was correlated with new beliefs in the antiquity of civilization and in the origin of organized society from a brutish primitive state. Inevitably, such ideas challenged the orthodox view of creation derived from scripture – although Rossi emphasizes that the reaction to new initiatives was often quite confused, the same theme being taken up in different contexts by both radical and orthodox thinkers.

Rossi's approach to the emergence of what we now call geology emphasizes that theories concerned with the Earth's development through time could not be proposed until it was accepted that some natural objects are relics of past events. For many late 17th-century thinkers, fossils were simply unusual natural structures. Only when Robert Hooke and others began to insist that they were living remains embedded in rocks formed since the creation did it become possible to think in terms of a process of geological change. Thomas Burnet saw the mountains themselves as ruins



"Discovering" the Aurora Islands, supposed to exist east of the Falklands, from Henry Stommel's *Lost Islands: the story of islands that have vanished from nautical charts* (University of British Columbia Press, £30.50).

of a great catastrophe, which he identified with the Genesis flood. The concept of natural change affecting the Earth itself led to a gradual expansion of the timescale beyond that allowed by orthodox Christianity, opening up in Buffon's phrase – the "dark abyss of time". Some radical thinkers began to argue that mankind, far from being a divine creation, was merely one more transitory element in the vast sequence of the Earth's mutations. Yet others resisted the construction of theories explaining the Earth's origin; and even Voltaire ridiculed the systems "built upon shells".

The great flood was a human as well as a natural event, and other mythological stories of catastrophes could be seen as a direct link between the histories of the Earth and of mankind.

In his second section, Rossi shows that the orthodox timescale was also being challenged by the attribution of a high antiquity to both the Egyptian and Chinese civilizations. Perhaps only the Jewish people were descended from Adam, while other races came from earlier human types – the "pre-Adamic". Finally, Rossi deals with the emergence, under the influence of Hobbes and others, of the belief that the human race began in a brutish state and only gradually developed language and organized society. Here again a hypothetical past was opened up, which at first seemed consistent with stories of the Earth's violent original state. Only in the late 18th century did geological time expand far beyond any possible antiquity for the human race.

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Evidence of power

The Social Foundations of Prehistoric Britain: themes and variations in the archaeology of power
by Richard Bradley
Longman, £6.95
ISBN 0 582 49164 9

There can be few minds more energetic in British archaeology today than Richard Bradley's: a new book from him is a constant source of intellectual stimulation. Indeed, his latest book will probably be one of the most important and most quoted books in this field in recent years.

At one level it is a polemical statement of belief in the possibility of writing about the social organization of prehistoric societies rather than just about current observations of their archaeological record, or at most making general statements about their technology or their subsistence economy. Much of the literature of British prehistory confines itself to these questions, and Bradley himself did much to organize the evidence for the subsistence economy in his book, *The Prehistoric Settlement of Britain*.

To say that such studies of the archaeological record form a necessary foundation for more sophisticated questions about social organization would to a certain extent be true but only as a description of the methods of intellectual inquiry imposed on the archaeologist by the nature of his evidence. As a model for the structure of human societies, with an organizational superstructure imposed on a foundation of technology and subsistence practices, it runs counter to one of Bradley's main assertions. The true subject of the archaeologist's study are the patterns of social organization which formed the foundations for prehistoric communities, and to which the majority of the archaeological record is merely epiphenomenal.

Bradley's belief in the capacity of archaeology to deal with this essential inquiry into the nature of past societies will surely be shared by most dismiss his ideas as "supreme fiction", and so they may. But many more will not, and the rational debate that will undoubtedly ensue about the validity of many of his interpretations will itself be a triumph vindication of his belief in the possibility of such an inquiry.

His method involves the elucidation of shifting patterns in the archaeological record, in particular in six specific fields: the nature of settlements, sub-

sistence economies, the provision of elaborate burials or monumental architecture, the exchange and consumption of exotic goods, patterns of artefact distributions, and the scale and external contacts of the social system to which these elements belong. All these are readily visible in the archaeological record and can be related to our central concern with the nature of the organization of society.

One of Bradley's main concepts in his analysis of prehistoric societies is power. Indeed, he manipulates the patterns in the archaeological record which demonstrate the successive ways in which power was assumed, exercised and either demonstrated or concealed in material manifestations. This gives rise to a fascinating account of a possibly cyclic process in which a phase of agricultural growth and intensification is followed by one in which individual power is concealed by the construction of "communal" monuments such as the henges or hillforts, to be followed in turn by another phase in which individual status is elaborately displayed in well-furnished burials. Although the details of this account will be much debated, it does seem to make more sense of at least some periods than has been possible before. The late neolithic period, for instance, is for once made almost comprehensible in terms of a series of regional variations in adjustments of the basic

and display of power.

Yet it is never quite clear what Bradley means by power, although in general he seems to mean the ability to make and enforce decisions; the possibility that other conceptualizations of power might be more appropriate is not discussed. Nor is it always obvious how the concept of power is articulated with the apparent evidence of individual status – for instance, in elaborately furnished graves.

It is perhaps a significant advance that such questions should be discussed at all, but this is by no means an easy book to read or to assimilate. The style is dense and the evidence is piled up in an allusive manner which sometimes fails to make clear the structure of the argument uniting the evidence. Even with constant rereading, the author's agility of mind may sometimes defeat the reader's attempts to follow. That attempt, however, would be richly rewarded, as Bradley's approach seems destined to become the dominant theme in prehistoric research in Britain during the next decade.

T. C. Champion

T. C. Champion is senior lecturer in archaeology at the University of Southampton.

BOOKS

SOCIOLOGY

Crisis of the state

Powers of Theory: capitalism, the state and democracy
by Robert R. Alford and Roger Friedland
Cambridge University Press, £30.00 and £9.95
ISBN 0 521 30349 4 and 31635 9

When you or I mark our ballot paper with a cross, or fill out a tax return, or register a vehicle, or record a birth, we are engaged in a state activity. Those who are engaged in administering a electoral system, or taxation, or vehicle licensing or registering births are in paid employment of the state. So too are the soldiers, doctors, police, teachers. The state owns whole industries, and in its name governments claim the exclusive right to tax, to pass legislation, to confer citizenship, and to declare war. The state is all-pervasive – even in the 19th century Marx called it "the structure of society".

All-pervasive, but no longer taken for granted – if it ever was. Possibly in the 1950s and 1960s there was a time when the state was an unproblematic idea, because temporarily unexplored, but that was not true for the period before the Second World War or since the 1970s. Alford and Friedland have tried to capture the sense of perplexity about the state which has re-emerged in the last decade in western social and political thought. Social scientists have widely reflected a popular unease about the state which stems from two main sources. The first is that the extension of state activity, however

beneficial, is always at someone's expense; the second is that state activity is within the bounds of the *status quo*, for purposes invoked for everyone but cherished perhaps by few. The first source troubles most of all, but not exclusively, the property-owners and employers (the "tax payer"); the second in the same way, the "minority" groups who taken together actually are a majority – women, blacks, the elderly, gays, Catholics, and so on. So the crisis of the state is a crisis for society, and sociology and politics merge in political economy. Academics renegotiate academic boundaries at the same time as they gingerly skirt political involvement. They can't write about these things without some representation for the way they are regarded by the competing parties and they seek to be correspondingly careful.

Alford and Friedland's book could well come to be regarded as a typical example of the 1980s' academic response to the unease. In the first place they say there is no true nature of the state – only perspectives on it; second, those perspectives have limited powers to explain; third, a synthesis of the perspectives may be achieved by examining the relation between them historically and comparatively. It follows from their standpoint that the material for their account is other people's accounts of the state, and so much a product of this particular time is their work that the three hundred or so authorities used are almost entirely from 1960 onwards. These authorities are divided into three camps – the pluralists who emphasize democratic consensus, the managerial perspective holders who focus on organization and bureaucracy, and the class perspective holders who might just as well be called the Marxists. Each camp has its distinctive vocabulary, emphases and interests. At the end of their book the authors provide a glossary of key concepts in each perspective – and that is going to be a very useful quick reference source.

In fact that sums up the uses of the book. Look up, say, Galbraith in the bibliography and find on pages 238-

240 that his *New Industrial State* is a paradigmatic example of the managerial world view on corporate organizations. Short summaries of the most prominent recent writers on the state will prove a boon to hard-pressed lecturers and students alike.

A book of our time – but unfortunately not for it. The authors begin and end with respectful reference to history and appear to recognize that their own viewpoint makes the history necessary. They even conclude by saying it in time to reopen the "theoretical debate central to classical social theory" – but then why ignore it for 450 pages? If the state has emerged over time, how is it that the major commentators on it – Rousseau, Burke, Mill, de Tocqueville, Dicey, Lenin – do not warrant a place in an account of theory? The authors' three perspectives are historically developed, but you wouldn't guess it from their account; in fact they are fundamentally based on Hegel, Marx and Weber. They did theorize the state; they were not afraid to say what it was and wasn't, and since then there has been no more important statement about the state. Far from being separate, co-existing world views, they were part of a developing dispute about the nature of the modern state and society.

The continuation of their work will not be a debate about perspectives, but competing statements about the workings of the modern state; defined by its share of gross national product, or number of employees, or amount of legislation, or extent of citizen rights and duties, and an explanation of how these features are transformed by the diverse forces of technology, trade, warfare, and communication. A return to classical social theory would involve a return to reality, not a perspective on perspectives.

Martin Albow

Martin Albow is professor of sociology theory and director of the Population Centre at University College, Cardiff.

Taking social bearings

Class
by Erik Olin Wright
Verso, £20.00 and £7.95
ISBN 0 86091 104 7 and 812 2

Writing from an avowedly Marxist standpoint, Erik Olin Wright seeks to provide a class-map of contemporary capitalist societies. Unfortunately his scale is too coarse and, when using it, we soon find ourselves wandering quite aimlessly in an inhospitable theoretical wilderness. The journey it offers is, nevertheless, entertaining and even if the panorama is diffuse we do, on our way, pass through some notable terrain.

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Wright thinks they are and wishes to take his bearings by them. This is why he lands us up in the wilderness. A decade or so ago, Olin Wright gained a certain notoriety in suggesting that the Marxian concept of exploitation no longer shaped the contours of class boundaries. Instead he proposed a many-stranded "power" relationship to describe the "relations of production" existing between capital and labour. Thus, henceforth, class boundaries were to be negotiated in terms of power rather than exploitation. Although the distinction might seem rather fine, it enabled Olin Wright to label the middle classes, not as an independent class, nor as a ridge leading to either capital or labour – each of which interpretations had its own adherents – but rather as holding a "contradictory position in the relations of production". A sort of Col in imminent danger of sliding in either direction.

Olin Wright now, however, rejects his earlier stance, and much influenced by John Roemer, wishes to return to an "exploitation-based" conception of class boundaries. It is, nevertheless, not the one-dimensional Marxian concept (extraction of surplus labour) which he wishes to reinstate. Rather, in line with his earlier work, exploitation now becomes a three-dimensional relationship: exploitation is based upon the possession of, first, capital assets, secondly, organizational assets, and, finally, skill or credential assets. It is, of course, the middle classes – whose bearings are still determined by the location of capital and labour – who are disproportionately endowed with the latter two sets of assets.

Using this reconstituted conception, our intrepid cartographer is able to resolve many of the anomalies encountered when using his earlier chart. But this is not all; indeed upon an ingenious still serves as a point of reference for all those who take their bearings for a voyage around contemporary society.

But how should we chart the middle classes? Since Marx's day subterranean forces have multiplied the number and variety of occupational roles which lie in uncharted country between the dominating peaks of labour and capital. Although their occupants are indisputably employed many of them appear to share the perquisites of the "exploiting class". The topography of Olin Wright's most recent conception, his chosen technique – which rests upon the assumption that indi-

viduals within a class "should be more like each other than like individuals in other classes with respect to whatever it is that class is meant to explain" – enables us to draw boundaries elsewhere which minimize the intra-class differences and maximize the inter-class differences. What are we to make of these boundaries?

Encouraged by his success Olin Wright goes on to use his map to chart the class contours of the United States of America and Sweden. Despite the manifest differences between these two societies he finds, in both, the "working class" to be the largest class even though a "substantial proportion" of the labour force occupies an "exploitative location". The middle classes are, of course, simultaneously exploiters and exploited and are now described as occupying "contradictory locations within exploitation relations".

One might be excused for wondering whether the cartographical exercise is worth the candle. Does the switch from "power" to "exploitation" surrender new perspectives; does it enable us to determine more effectively where we are going or where we may choose to go? I am afraid not. Where we look around the wilderness inherent in our contradictory locations, we do not see two peaks each calling us in a different direction. Rather, we see two subsiding hillocks with a heavy interflow of traffic as individuals stake their interests in both capital and labour. Furthermore, if we look more closely we can just see the outlines of various "classes", ever changing now-maneuvring, seeking to exploit social monopoly powers they can command.

Indeed, these powers often derive from the assets Olin Wright instances, but our bearings cannot be ascertained by a hasty glance towards familiar features to right or left. The class contours of contemporary capitalist society are both more bland and more complex than this, and there are no seismic forces at work which are going to re-establish a once familiar terrain. Our bearings have to be taken in a different way and no amount of refurbishing of 19th-century charts is going to help.

Peter Abell

Peter Abell is professor of sociology at the University of Surrey.

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BOOKS

SOCIOLOGY

Social factors

Key Variables in Social Investigation

edited by Robert G. Burgess

Routledge & Kegan Paul, £17.95 and £8.95

ISBN 0 7102 9901 0 and 0621 6

A major purpose of this book is to help researchers clarify the problems when using and evaluating influential variables in social investigation. Robert Burgess defines a variable as "the representation of a social characteristic or social factor in empirical research. Variables are constructed by defining a concept and developing an indicator or indicators for a concept". The ten major variables extracted for examination are critically observed and dissected by one of ten sociologists (including the editor) summoned to perform this helpful operation. All in all, their work is skilfully done.

The importance of these variables are as tools that aid investigation into the interrelationships that are found within the social fabric of modern Britain. The key variables presented in this collection range from "age" through "education", "employment", "voluntary associations". Each chapter can be read alone, though the editor's crisp introduction makes a sensible stepping stone.

A recurring theme is the need to make links between theory and empirical research, and not to see them as separate identities divided by an ideological cleft of dubious value. The problem of how to translate a theoretical concept into indicators that can be rigorously defined, specified and measured is hardly new to researchers. It is intensified, as Bulmer and Burgess explain in the concluding chapter, "Do concepts, variables and indicators interrelate?" by the need to re-evaluate existing concepts in the light of evidence about the altering structure of our society and its changing values. Amended concepts normally require new indicators and so comparability of variables over time becomes uncertain and invalid.

The issue of comparability is a major concern of Catherine Marshall in her lucid discussion of "social class and occupation". She makes clear the problems that beset the researcher working with a new and improved system of occupational classification and yet having to make comparisons with data that had been analysed by a different classification system. Nor is



Between 1956 and 1961 the photographer Roger Mayne compiled an album of 88 pictures taken in Southam Street, North Kensington. Many of his photographs were used on book jackets: on Peter Willmott's *Adolescent Boys in East London*, for example, and Colin MacInnes's *Absolute Beginners*. *The Street Photographs of Roger Mayne* is published by the Victoria and Albert Museum at £5.95.

there an easy answer to the problem of how far the researcher can ignore an unsatisfactory classification system such as the Registrar General's Classification of Occupations, if one needs to compare data with that contained in the census reports.

In the chapter on "work, employment and unemployment", Kate Purcell cogently argues that work as a concept has had to have different meanings given to it because of the changing conditions of employment, the formal and informal economy, and the impact of new technology. In the United Kingdom in October 1983 the proportion of the potential workforce aged under 25 and registered as unemployed was 35 per cent.

The problems of conceptualizing and measuring race are made clear by Martin Bulmer in his analysis of 17 British studies undertaken between 1948 and 1983. Among them was the failure of the test carried out in Haringey in 1979 with the purpose of developing an acceptable question on race and ethnicity for inclusion in the 1981 census. Half the schedules in the test included a question about country of birth of the informant and his or her parents. The other half asked about the racial or ethnic group to which informants felt they belonged. Professional opinion was divided on the value of such questions; the Haringey public disliked them. As almost half the black population are now British born, the country of origin approach becomes unreliable. The post-mortem examination of the Haringey test's "failure" brought out the political, social, ideological and methodological context of the debate. We are halfway to the next census in 1991 and the question remains unresolved.

The book will be especially useful to those seeking concise authoritative reviews of recent developments in empirical social research. Each author provides a valuable and informative list of references upon their particular subject. Though the questions raised, the analysis undertaken and the conclusions drawn are mainly sociological, their relevance remains for those working in other social science subjects and who believe in the value of an interdisciplinary approach. Those who plan and conduct social research should welcome this book.

Colin Gibson
Dr Gibson is lecturer in social policy at Royal Holloway and Bedford New College, University of London.

Life styles

Hard Choices: how women decide about work, career and motherhood by Kathleen Gerson
University of California Press, £18.95
ISBN 0 520 05174 2

Hard Choices is based on research done for a dissertation at the University of California at Berkeley. To those in Britain studying changes in the negotiation of parenting and employment, the book offers some useful comparative material. Unfortunately, however, the central argument mobilises a problematic form of explanation, thus limiting what it offers to other researchers in this area.

The research is focused on a generation of women identified as responsible for the most dramatic changes in women's employment and child-rearing patterns. Interviews were conducted with 63 women aged between 27 and 37. Variation in family background and other social circumstances was built in to the sample by ensuring that roughly half had college education while the remainder were less advantaged. The analysis is structured by what the author refers to as a "developmental approach". This involves analysing life history information by comparing personal orientations and expectations at two time points—when respondents were in their late child-

hood or early teens, and at the time of the interview. The "baseline" and current orientations are categorized as either "domestic" or "non-domestic", yielding four possible developmental pathways. Accounting for this variation is, then, the burden of the explanatory task.

The bulk of the analysis traces the different strategies of parenting and employment adopted by this group of American women. Some are career women likely to remain childless, some are combining employment and motherhood, and others are full-time mothers who are unlikely to return to employment on a full-time basis. Their calculations and understandings are given considerable, detailed attention, and are extensively compared and contrasted. The material makes interesting reading, although one often wonders about the validity of the "domestic/non-domestic" distinction. For example, given that marital instability plays a large part in women's experiences of motherhood and employment, and according to the author their domestic or non-domestic orientation, it is likely that the current understandings of some of the women interviewed are not as restricted or stable as the analysis seems to suggest. The number of women who are currently divorced or separated is several years on. In other words, some women who are now regarded as "domestic" in orientation are likely in the future to be "non-domestic". Although such considerations can be kept in mind while reading the text, the power of the

analysis would have been enhanced by placing the current experience of these women more firmly and extensively within the processes of change and stability.

Many would be sympathetic to the general interests of this research. It distinguishes itself from those studies of gender which take female-male differences and the stability of gender inequality as the object of explanation. By stressing the importance of investigating the full range of women's experiences, and by seeking to elucidate processes of change, the research aims to examine movements away from gender-differentiated experiences. Nevertheless, many would be dissatisfied with the substance of the argument that is offered. The problem of explanation discussed by the author is a weak version of the individualist, social dualism in social theory. The general discussion about this problem has moved on quite substantially from where the author locates her own contribution. Consequently, the explanatory push has a slightly anachronistic feel about it. Most importantly, however, the analysis frequently uses the static, psychological paradigm it wishes to overcome. Although social change is the object of analysis, social processes are generally absent from the analysis. Rather, the structuring of experience appears in the form of "events" which impinge on the flow of, and may or may not alter, adult lives.

Janet Siltanen
Dr Siltanen is lecturer in sociology at the University of Edinburgh.

BOOKS

SOCIOLOGY

A tract against our times

Reason and Freedom in Sociological Thought

by Frank Hearn

Allen & Unwin, £18.00 and £6.95

ISBN 04 301194 2 and 301195 0

It is desperately difficult to advance the cause of critical sociology in Britain in the mid 1980s, and it is this cause which Frank Hearn, of the State University of New York at Cortland, so stylishly supports. Unfortunately he begins the task of interconnecting the critical tradition of C. Wright Mills with that of the Frankfurt School and Habermas by pointing to common enemies (such as empiricism) common influences (such as pragmatism) and common themes (such as the rejection of rationality without reason) without even mentioning, let alone elucidating, the attractions and antagonisms at Columbia University, New York, between the department of sociology, in which Merton and Mills were prominent, the Bureau of Applied Social Research, under Lazarsfeld, and until 1949 the Frankfurt School in exile, under Horkheimer.

Some of the ideas of Habermas which Hearn finds so congenial, for example, were anticipated by Horkheimer in public lectures at Columbia in 1944. More important still, Lazarsfeld remained on good terms with all three groups but we learn nothing of his part in promoting certain similarities in both American and German critical sociology. Yet there are people, and archives, at Columbia capable of throwing light on this issue which

Hearn might have consulted but did not. This, then, is not a book for scholars. Instead it is a book which tries to do for a new generation of sociologists what Mills's *The Sociological Imagination* did in the 1940s. The 1980s are not the 1960s, however, and this is essentially a tract against our neo-liberal times. As such it is unlikely to have the same impact—although one can always hope.

In part one, Hearn celebrates, as Mills did, the dual commitment to reason and freedom in the classical tradition of sociology. In general, he does this well although he says little that will not already be familiar to European readers. Part two examines the degeneration of reason into instrumental reason in modernist thought and the obstacles to freedom presented by scientism, bureaucracy, market rationalization and administrative politics. Here Hearn finds more scope for judgements of his own. He emphasizes the contributions to modernism of Nietzsche and Freud and the recent criticisms of Bell and Lasch. For sociologists, his account of capitalist corporatism will be familiar, his discussion of narcissism in modernist thought less so.

In the third part of his book, Hearn discusses the public grounding of reason and freedom, and the place of critical sociology in a democracy. He draws upon Mills's writings on public social structures in which individuals can effectively engage in social and intellectual exchange and on democracy as a political system in which power is publicly legitimated, in which power by decisions have an effective voice in their making and those who make decisions are publicly accountable. These he relates to Habermas on non-distorted communication, Gouder on reflexive sociology and Touraine on sociological intervention. This is not an easy exercise and it is done with great skill.

Critical sociology demands that social phenomena not only be explained and interpreted but also assessed. This assessment is not the preserve of sociologists, or of political or technical elites, but is rather a public matter. In other words, critical sociologists are committed to development of public structures which, as Habermas has put it, allow the unfettered force of the better argument to prevail. Accordingly, they can only be critical of structures of political domination and subordination and of distorted communication. This criticism is not utopian; it is not unrealizable perfection which is sought, but realizable improvement. All modes of sociology have their uses, critical sociology's is arguably the noblest. Unfortunately, it is also ill-received by the Sir Keiths and Sir Peters of this world, and prudence dictates that it is little stressed these days. Hearn is welcome not just for reminding us of American contributions that some have forgotten or German ones that some find difficult to grasp, but also for keeping the faith so unselfishly.

Christopher Bryant
Christopher Bryant is professor of sociology at the University of Salford.

Ordinary people

The Ethnomethodologists

by Wes Sharruck and Bob Anderson

Ellis Horwood/Tavistock, £8.50 and £4.25

ISBN 0 85312 911 8 and 949 5

Although entitled *The Ethnomethodologists*, this book is principally about the inspiration and achievement of Harold Garfinkel, whose work has had a fundamental impact on sociology during the past 20 years. As the authors acknowledge, this impact has been immeasurably strengthened by his influence on such distinguished colleagues as Sacks, Cicourel and Schegloff. It also owes a little to somewhat parallel work by Goffman: together they have put the investigation of the mundane at the centre of the sociological enterprise. This short book is to be welcomed for its serious and sympathetic treatment of Garfinkel's programme for sociology and the lines of inquiry which that has gener-

ated. Garfinkel coined the term ethnomethodology (EM) when studying jury deliberations. He noticed that even though jurors might disagree with one another about what to conclude from some evidence, nevertheless their reasoning concerning the objectivity of evidence was in many essential respects similar. They shared a methodology, for instance differentiating fact from opinion and taking into account typical actions and motives which made agreement (in the form of a verdict) in principle possible. Jurors do not need to be trained into such methods of deliberating: they walk off the street already possessing the competences which enable them to perform as jurors, to know how to demonstrate the objectivity of their decisions through showing that they are based on what "anyone could see from the evidence". Thus, Garfinkel meant by EM the analysis of the knowledge and methods by which ordinary folk make mutual sense of and engage in coherent rational purposeful actions.

Sharruck and Anderson describe and do their best to simplify the complexities of the phenomenological backdrop of the programme which Garfinkel began to conceive for sociology, and how the lessons he drew from phenomenology combined with reservations he had with the grand theory of his teacher, Talcott Parsons, recommended to Garfinkel the essential and reflexive accountability of practical action. Whether scientists, doctors, voters, mathematicians, conversationalists, claimants or members of bureaucracies, there is a self-sustaining relationship between the rationality of what we do and our knowledge about patterns, typical actions and the like (for example, social structure). For instance a doctor's diagnosis, a scientist's experimental inference, or a conversationalist's utterance are each coherent in so far as they can appear to be consistent with and to fit their knowledge about kinds of situations/circumstances, or what typically happens in them.

This not only substitutes a social cognitive model of action for Parsons's internalized motivational model, but as the authors demonstrate this in-

values a Gestalt-switch in other modes of sociological analysis. Instead of seeking to explain why patterns occur (why fewer Catholics commit suicide than Protestants, for example), EM's task is to investigate how a sense of the reality of the patterns themselves is generated and sustained in ordinary action. Garfinkel invites us to treat as a puzzle the familiar taken-for-granted patterns of life—not at all out of scepticism, but rather from his regard for the mundane world as a serious technical accomplishment.

EM has struck a chord not only with the greater emphasis lately being given in the social sciences (for example, in cognitive anthropology) to human agency and reasoning, but also with the interest in sociology, social psychology, and linguistics in analysing naturally occurring interaction—especially the role of language in interaction. While Sharruck and Anderson introduce EM inquiries into conversation and the practices of scientists and mathematicians, they say little about this wider context of EM. This is not entirely the authors' fault, since the format of the series in which the book appears constrains them to provide highly condensed versions of many complex issues, resulting sometimes in a certain opaqueness of argument. Also the substance and organization of this book are remarkably similar to John Heritage's *Garfinkel and Ethnomethodology* (1984), in which many of the same issues Sharruck and Anderson discuss are given fuller and more satisfactory treatment. Finally the compression of argument has, as the authors admit, allowed them only to describe the motivation of EM research: in view of the technically sophisticated, genuinely cumulative and illuminating character of much of that research, it is to be regretted that space prevented Sharruck and Anderson from conveying what EM investigations have actually shown about the world.

Paul Drew
Paul Drew is lecturer in sociology at the University of York.

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SOCIOLOGY

Jaundiced vision

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Columbia University Press, \$22.00
ISBN 0 231 06070 XFollowing Foucault's untimely death in June 1984 the historian Pierre Veyne, his colleague at the Collège de France, wrote an obituary in *Le Monde* in which he described his friend's work as "the most important event in thought of our century." I do not know of anyone this side of the channel who would go quite so far, but over the last few years interest in Foucault's thought has vastly increased in the English-speaking world. The production of a secondary literature devoted to the elucidation and criticism of his writings has become a thriving minor industry. In certain intellectual circles references to Foucault, as a symptom even where not as a diagnostician of the latest phase of modernity, has become *de rigueur*. Each of the competing series of books which aim to offer the neophyte reader introductions to the major influences on the contemporary cultural scene must now include a volume on his work.Two of the three books under review fall into this category. J. G. Merquior's elegant and sceptical survey is the latest addition to the long-running collection of Fontana Modern Masters. Barry Smart's careful if slightly ponderous *Michel Foucault* appears in the series Key Sociologists and is, correspondingly, more narrowly focused on Foucault's significance for the social scientists. The third volume, *Michel Foucault: the freedom of philosophy*, is a rather different sort of book - an interpretation of Foucault's work not as it is sometimes seen, as an expression of nihilism or cultural pessimism, but as a philosophy of freedom finely attuned to the requirements of an age that has learned to distrust the deceptive promises of conventional doctrines of human liberation. It may be said in favour of Rajchman's approach that this is indeed the way Foucault has been received in France, where the main impact of his writings has been to help move the Parisian intellectual scene out of the gravitational pull of Marxism. But any reader of Merquior is bound to be dubious about the ultimate value of writings which, whatever the suggestiveness of their illustrative imagery, draw such far-reaching conclusions from so arbitrary a reading of the historical evidence. However great his present significance, Foucault, I would guess, is a modern writer who will never be enshrined by some future equivalent of the current Oxford University Press series among the "Past Masters" of human thought. To impute otherwise is to confuse suggestiveness with insight, mere cleverness with wisdom.

But that perhaps is to miss the point. In Foucault's own terms the demand that someone's work transcend his own time, even the belief that there is such a thing as a human subject embodying something more than the effect of the historically contingent forces that surround him, is the vestige of a false perspective. Foucault never claimed to be a philosopher in the traditional sense. He could be disarmingly frank in his self-criticism and that, it must be admitted, is at first sight a rare virtue in an intellectual. But if we seek the source of this unaccustomed degree of intellectual candour we find that it lies not in any modesty or in a constant commitment to search out and reveal the accidental origins of what passes for necessity in the human condition.

Starting, conventionally enough for one of his time and place, with a belief in the primacy of and incompatibility between historically specific forms of discourse, he shifted his attention to the question of patterns of power, and thence, in the multi-volume *History of Sexuality*, to the history of the formation of modern man as a being obsessively identified, by himself and others alike, in terms of his sexuality. As Merquior wittily notes, Foucault reverses the ancient Gnostic pun, *sonia sema*, the body-tomb of the soul. The modern soul, both "effect and instrument of a political anatomy... is the prison of the body." It is, above all, the "liberated" individual, defining himself and regulating his sexual conduct in correspondence with classificatory and so constraining sexual categories, who is, according to Foucault, the most perfect, because unwitting, agent of a ubiquitous power which rules no longer from above but from within the apparently self-directing individual. The brief history of the term "homosexual", first an adjective, then a noun, as opposed to the perennial range of feelings and actions to which it refers and which it stabilizes as a recognised "life-style", bears out Foucault's point.This monument, at the Abney Park Cemetery in Stoke Newington, is in memory of John Jones, "for many years a member of the South Hornsey Local Board". The picture is reproduced in the second edition of Hugh Meller's *London Cemeteries: an illustrated guide and gazetteer* (Gower, £18.50 and £9.95).in the primacy of and incompatibility between historically specific forms of discourse, he shifted his attention to the question of patterns of power, and thence, in the multi-volume *History of Sexuality*, to the history of the formation of modern man as a being obsessively identified, by himself and others alike, in terms of his sexuality. As Merquior wittily notes, Foucault reverses the ancient Gnostic pun, *sonia sema*, the body-tomb of the soul. The modern soul, both "effect and instrument of a political anatomy... is the prison of the body." It is, above all, the "liberated" individual, defining himself and regulating his sexual conduct in correspondence with classificatory and so constraining sexual categories, who is, according to Foucault, the most perfect, because unwitting, agent of a ubiquitous power which rules no longer from above but from within the apparently self-directing individual. The brief history of the term "homosexual", first an adjective, then a noun, as opposed to the perennial range of feelings and actions to which it refers and which it stabilizes as a recognised "life-style", bears out Foucault's point.We are self-forming beings, though never so completely as Foucault, the arch-enemy of the notion of a constant human nature, seems to have believed. And our self-formation does, as a matter of fact, take place through the inner appropriation of categories, models and ideals already present in the social atmosphere. But this is not the prison yard which Foucault imagines it to be. Nor is it something peculiarly well developed in the modern age. It is, *pace* Foucault, the fate of man as such, to be a cultural and enculturated being; and there is something essential missing in a notion of freedom which defines it in terms of our capacity to refuse to be what we are. If that is not the way it seems, neither to Foucault nor to so sober a Foucauldian as John Rajchman, it is because the notion of soul with which they operate is such as to rule out any spiritual perspective which transcends the historical peculiarities of socially formed space and time.

David J. Levy

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M

BOOKS

SOCIOLOGY

A mood of realism

Confronting Crime

edited by Roger Matthews and Jack Young

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ISBN 0 8039 9731 0 and 9732 9

The tide is turning for radical criminology. So say the editors in their introduction to *Confronting Crime* but the truth is, surely, that for radical criminology the tide is rarely doing anything else. For over two decades sociology's *enfant terrible* has been tossed around on the fickle currents of left-wing fashionability, its haphazard course discernible only by the chunks of Marton, Mead and Marx abandoned in its wake. When its tide is highest radical criminology is capable of unflinchingly portraying every street hooligan as a proletarian hero and every police arrest as a symptom of incipient fascism.

Having played some part in taking criminology to the barricades (a view he would probably reject), Jack Young, in recent years devoted with various collaborators, has been attempting to drag it back towards the real world. As he and his co-editor put it, "radical analysis (has) lost touch with the most obvious focus of criminology - crime itself. It has become an advocate for the indefensible." Dr Young's solution to radicalism's credibility problem lies in his concept, developed with John Lea in recent publications, of "left realism". To paraphrase his definition, "left realism reflects the origins, nature and impact of crime. It neither romanticizes nor pathologizes crime and it is not concerned exclusively with either controlling crime or understanding the criminal. The tasks of a left realist criminologist are to re-establish the importance of theory, to undertake empirical re-

search (particularly through victimization studies) and to engage in practical policy." This is reasonable enough; indeed, given the one-dimensional character of much of the vogueish "new right" criminology, it is to be positively welcomed. In his opening essay, which sets out a left realist programme, Young criticizes those such as James Q. Wilson as well as their opposite numbers on the revolutionary left (a category currently monopolized by "anti-racist" criminologists) for their common lack of concern with the social causes of crime.

The essays which follow represent attempts to apply the left realist approach to the areas of unemployment and crime, race and crime, heroin use, prostitution, rape, police racism and female crime. While acknowledging that all of these contain some points of interest, as a collective expression of a particular perspective - even one in its infancy - the book is largely inconclusive.

Jeanne Gregory, for example, having argued the need for a "non-sexist criminology" has difficulty in explaining the sorts of policies that this might produce. A general movement towards incarceration is one suggestion but she is left admitting that "the way forward often remains obscure." John Auld *et al* encounter a similar problem in their discussion of heroin use. While they have much of interest to say about the social psychology of drug-taking (particularly its relationship to masculinity), they are hard put to come up with anything distinctly left realist with which to counter the problem. Roger Matthews, believing prostitution to be "a form of female sexual slavery" insists on a type of "radical (legal) regulationism which could channel socialist objectives." It is not clear, however, what these objectives might be nor how the measures he suggests (which include harsher punishments for both pimps and punters) might bring them about.

The uncertainty which emerges from most of these essays seems to me to be explained by the concept of left realism itself. In particular, it is by no means as obvious as the authors assume that a "left" and a "realist" perspective are always compatible. Where they are not, the problem becomes one of having to choose

statements I know of the centrality of this notion to Parsonian thinking. I was also impressed by how he documents his argument largely by means of relatively minor texts, including letters and some unpublished manuscripts from the Parsons papers kept at Harvard. (He might, though, have made greater use of oral testimonies: Charles Page and Dennis Wrong, for instance, might have told him some interesting stories about Parsons's actions when holding high office in the American Sociological Society in the 50s).

Buxton then goes on to give an interesting account of two other bodies of social science work from the 50s and 60s: the comparative study of political development sponsored by the American Social Science Research Council, and largely inspired by Gabriel Almond, and political sociology as theorized and practised by S. M. Lipset. Although both Almond and Lipset expressly drew on Parsons, for as it were, a grand-theoretical warrant of the work they and their associates were doing, the connection between Buxton's main theme and that of this section is less significant, or at any rate less persuasively established, than he seems to think. Thus, his part appears interesting in itself, this is all the more regrettable in so far as it has kept Buxton from pursuing further his earlier theme: thus we never get a discussion of Parsons's important essays on power and on influence, which surely should have been deemed relevant to his theme.

Come to think of it, neither do we really get a discussion of "Parsons and the capitalist nation-state", extending, as Peter J. Wright's efforts to say, Perrone and coordinate Parsons's multicoloured pronouncements on that topic. This is a pity, for what Buxton has done is significant and solid enough to show that he could have indeed lived up more fully to the promise of his book's title.

Gianfranco Poggi

Gianfranco Poggi is professor of sociology at the University of Edinburgh.

between them with the subsequent danger of either ending up back on the barricades or of finding one's self with a criminology uncomfortably close to that of James Q. Wilson. Aware of the dangers, perhaps, most of the contributors to this book simply stop at the point where a choice is required.

Not in every case, however. Jill Box-Grainier, for example, makes some very specific proposals for the sentencing of rapists (not all of which will endear her to other feminists) including the imposition of short but mandatory prison sentences for first offenders. Alan Phipps, too, in a valuable contribution, points to radical criminology's traditional neglect of the victims of crime and argues that a left realist approach must be supportive of victim surveys and support schemes.

On only one occasion is the book guilty of the sort of left-wing infantilism which made necessary the new approach. It is certainly not the case, as Box and Hale claim it to be, that the present government sees unemployment per se as a cause of crime. It is therefore absurd to assert that the government is somehow conniving to increase the prison population as a means of "imposing discipline on the unemployed."

One distinguishing feature of left realism which has emerged here and elsewhere is the demand for police accountability. In this volume both John Pitts and John Lea, in their discussions of black street crime and "police racism", advocate such a policy. The problem, of course, is "accountable to whom?" References to "the community" tend to mean, in practice, only sections of it; nor is accountability to local politicians any guarantee of a left realist approach. As John Lea has observed in an earlier book, "local control could make policing policy the tool of whatever political interest group might gain temporary ascendancy."

Despite these areas of difficulty, left realism does represent an advance in radical criminology. But, as Matthews and Young acknowledge, "confronting crime" requires not only adequate theory but also effective measures to control crime and these are largely absent from this book. Of course, there are no logical (as distinct from ideological) reasons why socialist theory should not be supplemented by the sorts of crime prevention measures advocated by James Q. Wilson and his right-minded associates. Unfortunately, for any self-respecting left-winger even of the most realist persuasion, this is probably too much to ask.

David Dale

David Dale is a social worker for Westminster City Council.

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Organizational Behaviour

To exercise leadership and to coordinate the work of established teaching and research groups in occupational psychology, organizational analysis/behaviour, industrial relations, personnel administration and management development. Candidates should be qualified in one of the social sciences, preferably with a higher degree either in social science or in management, and have substantial academic experience. Some business experience would be advantageous.



Further particulars including conditions of service and salary details may be obtained from the Registrar & Secretary, University of Bradford, West Yorkshire, BD7 1DP. An equal opportunity employer. Informal enquiries may be made of Professor J.C. Higgins, Director of the Management Centre.

Closing date for receipt of applications is Friday, 30 May 1986.

THE PAPUA NEW GUINEA

UNIVERSITY OF TECHNOLOGY

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Applications are invited for positions in the following departments.

DEPARTMENT OF SURVEYING

AND LAND STUDIES

PROFESSOR AND HEAD OF DEPARTMENT

Applicants must have high academic qualifications and should have significant experience in a profession, tertiary institutions and research. Applicants may be from any area of Surveying, Cartography or Land Management.

The successful applicant will be the Head of a department comprising fifteen teaching staff and eight support staff. Courses are conducted in Surveying, Cartography and Land Management at undergraduate and postgraduate level. The appointee will be expected to provide leadership in teaching and research and be involved in University administrative and professional activities.

DEPARTMENT OF ARCHITECTURE

AND BUILDING

SENIOR LECTURER (Re-advertisement)

The Department of Architecture and Building has an immediate vacancy for a Senior Lecturer. Applicants should have a specialisation in Building Technology and Construction and significant professional as well as relevant tertiary teaching experience, a higher degree and publications. Teaching assignments will span a number of subject areas such as building construction, technology and services and design or economics and management.

Salary: Professor and Head: K25,115, plus Head of Department allowance K1,600 per annum. Senior Lecturer: K22,015 per annum (K1 = Stg. 0.6991).

Applications will not be excluded from married couples where both spouses are qualified to work at the University.

Initial contract period is for approximately three years. Other benefits include a gratuity of 24% taxed at 29% support for approved research, appointment and repatriation fares, leave fares, for the staff member and family after 18 months of service, settling-in and settling-out allowances, six weeks paid leave per year, education fares and assistance towards school fees, free housing. Salary protection plan and medical benefit schemes are available.

Detailed applications (two copies) with curriculum vitae, together with the names and addresses of three referees and indicating earliest availability to take up post, should be received by: The Registrar, Papua New Guinea University of Technology, Private Mail Bag, Lae, Papua New Guinea, by 30 May 1986. Applicants resident in the United Kingdom should also send a copy to Secretary General, Association of Commonwealth Universities (Appa), 36 Gordon Square, London WC1H 0PF, from whom further general information may be obtained.

(74683)

UNIVERSITY OF ABERDEEN

School of Agriculture

(University Department of Agriculture in Association with the North of Scotland College of Agriculture)

STRATHCONA-FORDYCE

CHAIR OF

AGRICULTURE

Applications are invited for the Strathcona-Fordyce Chair of Agriculture. In addition to being Head of the University Department of Agriculture, the holder of the Chair is also Principal of the North of Scotland College of Agriculture; the Department and the College together form the Aberdeen School of Agriculture.

Further particulars and application forms from The Secretary, The University, Regent Walk, Aberdeen AB9 1FX with whom applications (2 copies) should be lodged by 4th June 1986. (Ref. No. EL206.)

(74673)

LOUGHBOROUGH

UNIVERSITY OF TECHNOLOGY

Department of Computer Studies

Applications are invited for the following computing support posts:

Interactive Software Officer

The duties will be to ensure that user facilities are provided by the department and to lead the development of advanced software support facilities.

Applicants are encouraged from people with appropriate experience.

Systems Officer

The duties will be to ensure that user facilities are provided by the department and to lead the development of advanced software support facilities.

Applicants are encouraged from people with appropriate experience.

Information Officer

The duties will be to ensure that user facilities are provided by the department and to lead the development of advanced software support facilities.

Applicants are encouraged from people with appropriate experience.

Appointments will be on an Administrative Scale 11, £12,380 - £13,700 p.a. (under review from 1 April 1986). Further particulars and application forms to Paul Johnson, Establishment Officer, Loughborough, Leicestershire LE11 3TU, by 15 May 1986.

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Universities continued

THE UNIVERSITY OF SHEFFIELD

DIVISION OF EDUCATION

Temporary Lectureships

Applications are invited for four or two year lectureships, starting in September 1986, for an innovative programme of school-focused activities in secondary schools. We are seeking people who have (1) a lively interest and knowledge of contemporary issues and developments in secondary school organisation and curriculum, (2) experience of working with teachers in a supportive/consultative capacity. Applications from those who are prepared to seek secondment from their present posts - whether in higher education, schools or elsewhere - are welcome. Particular areas of interest include curriculum organisation and development, new approaches to learning and teaching, assessment and pupil progress, and general and multicultural issues. However, candidates with other interests relevant to current developments in the secondary school are encouraged to apply.

Salary will normally be within points 1 - 12 of the lecturer's scale (£8,020 - £13,200) according to age, qualifications and experience. Candidates with relevant experience currently in the secondary sector may be appointed at a higher level of salary. Applications (6 copies) including a curriculum vitae and the names of three referees should be sent to the Personnel Department (Academic Staffing), The University, Sheffield S10 2TN from whom further particulars are available. Closing date for the post is 19 May 1986. Please quote reference R.110/D1.

Closing date for receipt of applications is Friday, 30 May 1986.

THE OPEN UNIVERSITY

FACULTY OF SCIENCE

CHAIR OF CHEMISTRY

Applications are invited for the Chair of Chemistry at the Open University prior to the retirement of the present holder Professor J.J. Hayes.

Candidates should have a strong research record in any of the branches of chemistry. The successful candidate will be expected to lead the development of the Department's teaching and research programmes and to take up the appointment at the earliest date convenient to him or her.

Salary will be within the normal UGC-approved Professional range plus USS benefits.

Further particulars may be obtained from the Secretary (R4/2), The Open University, Walton Hall, Milton Keynes, MK7 6AA, or telephone Milton Keynes (0908) 653710; there is a 24 hour answering service on 653688.

Closing date for applications: 20th May 1986.

UNIVERSITY OF DUNDEE

Department of Electrical Engineering & Electronics

COMPUTERGRAPHICS INTERNATIONAL

CHAIR OF MICROELECTRONICS

With financial support from Computergraphics International, Glenrothes, the University has created and above new Chair whose holder will be expected to lead a specialist microelectronics group within the Department based on existing staff and resources.

Potential candidates with a substantial record of research in one or more branches of microelectronics are invited to submit detailed Particulars of the post from The Secretary, The University of Dundee, 1001 W.K. Telephone requests should be made to Mrs. C. McIlwain at Dundee (0382) 23181 extension 4015. The closing date for receipt of applications (in the format prescribed in the Particulars) is 22 May 1986. Please quote reference EBT/48/8G.

Closing date for applications: 22 May 1986.

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Closing date for applications: 22 May 1986.

University of Birmingham

Faculty of Engineering

Department of Electronic and Electrical Engineering

Two Lectureships:

Engineering and Technology Programme

The Department has well established, soundly funded research programmes and candidates with experience in any of the following areas will be considered for appointment:

Digital Communications, Radio Systems, Electronics and Manufacturing, Integrated Circuits, Microelectronics, Signal and Image Processing, Opto-electronics. Salaries will be on the Lectureship scale £8,020 - £15,700 plus superannuation. For further particulars please contact the Secretary, Faculty of Engineering, University of Birmingham, P.O. Box 363, Birmingham B15 2TT by 9 May 1986.

An Equal Opportunities Employer

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Belfast

The Queen's University

'NEW BLOOD'

LECTURESHP

IN ELECTRICAL

ENGINEERING

The Department has been established, soundly funded research programmes and candidates with experience in any of the following areas will be considered for appointment:

Digital Communications, Radio Systems, Electronics and Manufacturing, Integrated Circuits, Microelectronics, Signal and Image Processing, Opto-electronics. Salaries will be on the Lectureship scale £8,020 - £15,700 plus superannuation. For further particulars please contact the Secretary, Faculty of Engineering, University of Birmingham, P.O. Box 363, Birmingham B15 2TT by 9 May 1986.

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Universities continued

Newham College Cambridge

Applications are invited from both sexes for the

COLLEGE LECTURER IN INORGANIC CHEMISTRY

The successful applicant, if a woman, will be offered a Fellowship of the College.

The appointment, which involves both teaching and research, will be for five years starting on 1st October 1986 or as soon as possible thereafter. The salary is on the scale of Cambridge University. Assistant Lecturers and Lecturers according to age and experience. Further particulars may be obtained from the Principal, Newham College, Cambridge CB3 9DT.

University of Liverpool

Institute of Child Health

LECTURER IN EPIDEMIOLOGY (SPECIAL APPOINTMENT)

Applications are invited for the post of Lecturer in Epidemiology in the Institute of Child Health, University of Liverpool. The post is a special appointment, involving both teaching and research, and is for a period of five years, renewable on terms to be agreed between the University and the successful candidate. The salary will be on the scale of the University of Liverpool. Further particulars may be obtained from the Director of the Institute of Child Health, University of Liverpool, 696 9TH, Liverpool L69 3GB.

University of Bristol

Department of Mathematics

TEMPORARY LECTURESHIP IN STATISTICS

Applications are invited from suitably qualified candidates for a

TEMPORARY LECTURESHIP IN APPLIED MATHEMATICS OR NUMERICAL ANALYSIS

Both posts are for a period of twelve months from 1st September 1986 or as soon as possible thereafter.

Salary will be within the range £8,000 to £9,800 according to age, qualifications and experience.

Further particulars should be obtained from the Registrar and Secretary, University of Bristol, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

University of Otago

Wellington Clinical School of Medicine

CHAIR OF MEDICINE

Applications are invited for the Chair of Medicine in the Wellington Clinical School of Medicine, University of Otago. The successful candidate will be offered a Fellowship of the University and a salary on the scale of the University of Otago. Further particulars may be obtained from the Registrar, University of Otago, Wellington, New Zealand.

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University of Keele

TEMPORARY LECTURESHIP IN BIOCHEMISTRY

Applications are invited for a

TEMPORARY LECTURESHIP IN BIOCHEMISTRY

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Applications are invited for a

University College London

Department of Anthropology

Applications are invited for

LECTURESHIP IN SOCIAL ANTHROPOLOGY

Applications are invited for a

LECTURESHIP IN SOCIAL ANTHROPOLOGY

Applications are invited for a

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LECTURESHIP IN SOCIAL ANTHROPOLOGY

Applications are invited for a

THE TIMES HIGHER EDUCATION SUPPLEMENT

University of Reading

WELLCOMB TRUST LECTURESHIP

Applications are invited for

WELLCOMB TRUST LECTURESHIP

Applications are invited for a

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DIRECTOR (FULL-COST COURSES)

A new unit is to be established to coordinate and develop self financing work which is already well established in the College and at Brighton Polytechnic. The person appointed is likely to have had considerable industrial/commercial experience and knowledge of the further and higher education system.

Salary: (Head of Department Grade 4) in the range of £15,834 to £17,739. The contract will be for an initial period of two years.

Further details and application form may be obtained from the Personnel Office, Brighton College of Technology, Pelham Street, Brighton BN1 4FA, telephone Brighton (0273) 685971, ext. 322. (Ref 701)

Applications to be returned by May 9.

BRADFORD & ILKLEY COMMUNITY COLLEGE School of Teaching & Community Studies

Lecturer II in Social Education

Post Ref: TC/0129

This is a fixed-term contract 1.9.86 - 31.8.87 to cover for secondment.

You will primarily contribute to, and co-ordinate, the administration of the full-time Diploma in Professional Studies in Education (Education and Training of Young People).

You should be of graduate or equivalent status in the field of social community education and/or social psychology.

Salary: £8,076 - £12,945.

A detailed job description and application form is available from: Alan Hodgson, Staffing Officer, Bradford & Ilkley Community College, Great Horton Road, Bradford BD7 1AY. Closing date: 6th May 1986.

WE ARE AN EQUAL OPPORTUNITIES EMPLOYER

Bedfordshire Education Service

TVEI SCALE 4 TEACHER OR LECTURER GRADE 2

In Product Design and Technology to join the Central Unit of Support Staff.

The successful applicant must be the holder of a current driving licence and be prepared to drive the Business converted vehicle in the school and at the various sites involved in the project. This appointment is for 1 year to commence from 1 September 1986. Further details and an application form may be obtained from the Education Officer, Bedfordshire Education Service, Bedford, Bedfordshire. Closing date 16 May 1986.

The Council is an equal opportunities employer and members of ethnic minority and all other sections of the community.

Bedfordshire Education Service

TVEI SCALE 4 TEACHER OR LECTURER GRADE 2

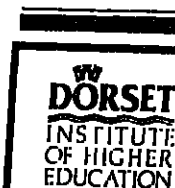
In Business Studies and Information Technology to join the Central Unit of Support Staff.

The successful applicant must be the holder of a current driving licence and be prepared to drive the Business converted vehicle in the school and at the various sites involved in the project. This appointment is for 1 year to commence from 1 September 1986. Further details and an application form may be obtained from the Education Officer, Bedfordshire Education Service, Bedford, Bedfordshire. Closing date 16 May 1986.

The Council is an equal opportunities employer and members of ethnic minority and all other sections of the community.

FOR DETAILS OF
ADVERTISING
IN THE
T.H.E.S.
PLEASE RING
SUE PELOW
01-253 3000 EXTN. 226

Colleges and Institutes of Higher Education



Applications are invited for one year temporary Full-time Lecturerships in:

BUSINESS MANAGEMENT
PERSONNEL MANAGEMENT
ECONOMICS
to teach on BTECHND and various degree courses (Ref. 4537)

BUSINESS POLICY
with an interest in the EEC, to teach on BTECHND and Honours Degree courses (Ref. 4532)

BUSINESS ENVIRONMENT
to teach mainly on BTECHND courses (Ref. 4522)

POLITICS
to teach on Honours Degree and BTECHND courses (Two Posts Ref. 4524-4525)

CATERING AND HOTEL MANAGEMENT
with experience in the Catering Industry (Ref. 4545)

COMMUNICATION AND MEDIA
ENGLISH
to teach on Honours Degree Courses. (Two Posts Ref. 4527-4528)

FINANCE AND LAW
ACCOUNTING
to teach on Professional, Degree and BTECHND Courses (Two Posts Ref. 4529-4530)

LAW
to teach on Professional, Degree and BTECHND Courses (Ref. 4531)

INFORMATION SYSTEMS
MATHEMATICS AND INFORMATION SYSTEMS (Ref. 4503)

INFORMATION SYSTEMS
to teach on Professional, Degree and BTECHND courses (Two Posts Ref. 4537-4538)

TOURISM
ECONOMICS
with a background in Catering/Tourism to teach on BTECHND and degree courses. (Ref. 4529)

Candidates should have had experience relevant to the post and hold an appropriate Degree, Diploma and/or professional qualifications. Teaching experience or a teaching qualification would be an advantage.

STARTING DATE: 1st September, 1986
SALARY SCALES: LECTURER I/II Salary range £8,076 - £14,046
CLOSING DATE: 12th May, 1986

For further details and application form, please contact:
Dorset Institute of Higher Education,
Wellisdown Road, Wellisdown,
Poole, Dorset BH12 5BB
Tel: 0202 524111, ext 5031

SOUTH GLAMORGAN COUNTY COUNCIL

South Glamorgan Institute of Higher Education (Cardiff)

FACULTY OF EDUCATION DEPARTMENT OF EDUCATION

PRINCIPAL LECTURER, POST NO. PL/49

Applications are invited for the above appointment to commence duties on 1 September 1986. The successful candidate will be required to undertake the role of Course Director of the B.Ed(Hons) Degree (University of Wales) Scheme.

Applicants should have good experience both in primary teacher education and in course design, development and evaluation.

SALARY SCALE: £14,013 - £17,619.

Further particulars and application forms may be obtained from the Personnel Officer, South Glamorgan Education Institute of Higher Education, Cyncoed Centre, Cyncoed Road, Cardiff CF2 6XD. Telephone: Cardiff (0222) 551111, Ext. 3362. Completed application forms should be returned within fourteen days of the publication of this advertisement.

Applicants are welcomed from suitable qualified people regardless of their sex, marital status, race, religion, colour or disability.

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Nene College Northampton

FACULTY OF MATHEMATICS, MANAGEMENT AND BUSINESS Dean of The Faculty of Mathematics, Management and Business

Applications are invited for this key post in a Faculty which has undergone rapid growth in the last five years. The Dean of the Faculty currently also oversees the work of the Faculty Management Committee, which has established an excellent national reputation.

Because of the importance of this post, the College wishes to appoint an outstanding leader in this field who combines high academic qualifications in any relevant subject area, a membership of a professional body where appropriate, experience at an adequate level in industry, commerce or the public sector is desirable and a dynamic entrepreneurial attitude is a requirement. The post is graded as Burnham Head of Department 5.

Further particulars and application form on receipt of RAE from Mr L.C. Stiles, Vice-Chancellor, Nene College, Northampton.

FACULTY OF HUMANITIES AND ADULT EDUCATION
Lecturer II in English

Required for September 1986
To share in the teaching of English Courses at Degree Level (Combined Studies and BA Primary Degree), with some 'A' level teaching. The appointee will teach a wide range of periods and genres. An interest in critical theory or linguistics will be preferred, but not essential.

Further particulars and application form on receipt of RAE from The Dean, Faculty of Humanities and Adult Education

FACULTY OF SCIENCE
Lecturer II in Physics

A graduate physicist is required for September 1986 to join a small team teaching Physics Physical Science throughout the Faculty.

Applicants are expected to have previous teaching and preferably also industrial or research experience. An interest in Data Handling/Instrumentation and/or Science Education is desirable.

Also
Lecturer I in Physics (Temporary)

To join the above team for one year
Further particulars and application form on receipt of RAE from The Dean, Faculty of Science

NENE COLLEGE, MULTON PARK, NORTHAMPTON NN2 7AL
Completed applications to be returned within 14 days of the appearance of this advertisement.

College of St. Mark & St. John

LECTURER II/SENIOR LECTURER IN PHYSICAL EDUCATION AND COMMUNITY DEVELOPMENT

Applications are invited for the above post. Candidates should have suitable experience and qualifications, and be able to contribute to the expanding work of the Physical Education subject group. In particular applicants should have strengths in social scientific and community development aspects of Physical Education and will be expected to work on the B Ed and BA (recreation and Community) degrees. Interest and/or experience in community recreation management, youth and community work and the relationship of Physical Education to special needs would be particularly welcome.

The post may be offered either on a permanent or contract basis.

Applications forms and further details are available from the Deputy Principal's Secretary (SD), College of St. Mark and St. John, Derriford Road, Plymouth, PL6 8BH. Closing date for the receipt of applications is Friday 9th May.

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Colleges and Institutes of Higher Education continued



Division of Electrical and Electronic Engineering Electronic Engineering

Principal Lecturer required to take charge of the development and organisation of HND and other full-time courses in the division.

A good understanding of BTEC procedures and regulations will be an advantage as would experience, at senior level, in a college of FE/HE.

Applicants must be suitably qualified at degree level and have relevant industrial experience and the ability to teach one or more of the following:

Engineering Software
Electronic Circuit Design (Analogue/Digital)
Tele/Data Communications
Microelectronic Systems Development
Opto Electronics

Division of Construction Studies
General Building

Senior Lecturer (Temporary for one year from 1 September 1986) to teach Organisation and Procedures, Administration and Management on Building Studies Technician Courses to HNC and Professional Levels. Previous teaching experience preferred.

Salary: Senior Lecturer £12,222-£15,309 (inc. local allowance)
Principal Lecturer £14,277-£17,883 (incl. local allowance)

Further details and application forms may be obtained by sending a stamped addressed envelope to the Vice-Principal, Slough College of Higher Education, Wellington Street, Slough, Berks. SL1 1YG. Closing date 14 days.

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RESEARCH ASSISTANTSHIP IN CHEMICAL ENGINEERING

Applications are invited for a two-year post funded by SERC which is available for studies of novel high boiling techniques in conjunction with Bone Marrow Limited. Candidates should hold a first class Honours degree in Chemical Engineering, Mechanical Engineering, Physics or a related discipline. Interest in fluid mechanics advantages. Opportunity to register for higher degrees. Commencing salary £7,055 p.a. Superannuable.

Applicants should be well qualified, and have relevant commercial, industrial and/or teaching experience.

Further details together with an application form to be returned by 8th May available from:

Director, Bedford College of Higher Education, Caulwell Street, Bedford MK42 8AH

Bedfordshire is an Equal Opportunities Employer.

Hereford/Worcester
Lecturer II or I
in
COMPUTER
STUDIES

Applicants should be well qualified, and have relevant commercial, industrial and/or teaching experience.

Further details together with an application form to be returned by 8th May available from:

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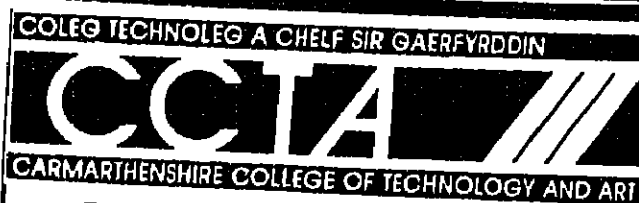
Bedfordshire is an Equal Opportunities Employer.

Hereford/Worcester
Lecturer II or I
in
COMPUTER
STUDIES

Applicants should be well qualified, and have relevant commercial, industrial and/or teaching experience.

Further details together with an application form to be returned by 8th May available from:

Administration



DEVELOPMENT OFFICERS (ESG FUNDED)

- (Two-year Appointments)
- Development Officer (PICK-UP)**
A Development Officer is required from 1 June 1986 to develop and market the training opportunities provided by the College and identify new training needs. Substantial commercial/industrial experience is essential.
 - Development Officer (REPLAN)**
A Development Officer is required from 1 June 1986 to establish educational provision for the unemployed.

Salary in accordance with Burnham FE Lecturer II scale £8,076 - £12,945, starting point dependent on qualifications and experience. NJC conditions of service apply. Closing date 9 May 1986.

Further particulars and application forms may be obtained from:
Principal, CCTA, Alban Road,
Llanelli, Dyfed, SA15 1NG.

COUNCIL
DYFED
COUNTY COUNCIL

FACULTY ADMINISTRATIVE OFFICERS

Salary up to £11,910

Applications are invited for two senior posts within the Academic Registrar's Department.

The successful candidates will normally be graduates possessing the appropriate administrative experience, preferably in the Higher Education field with a good record of developing managerial skills, and the ability and willingness to become fully involved in the academic administration of the Polytechnic.

The posts will be based in the Faculty of Education and Human and Social Studies, and the Faculty of Continuing Education.

Application forms and further details are available from the Personnel Department, South Bank Polytechnic, Borough Road, London SE1 8AA. Tel: 01-428 3812 (answering service 8.00am to 6.00pm).

Please quote Ref: ADM35.
Closing date: 9th May 1986.

An Equal Opportunities Employer

South Bank Polytechnic
Teaching for tomorrow
in the heart of London

General Vacancies

Training Standards Advisory Service - Multi-level opportunities in new organisation

YTS was established with the objective of providing industry and commerce with a flexible and efficient workforce and of enabling young people to develop competence at work. The Training Standards Advisory Service is now being set up to provide objective and independent advice on the quality of foundation and vocational training in YTS. This new service is a crucial component in achieving high quality training as YTS moves to a 2-year scheme and vacancies exist in the following categories:

DIVISIONAL MANAGERS:

£17,000-£22,925

To manage and develop a team of inspectors involved in audits of training quality within YTS programmes, ensuring regular visits to schemes. You will require an extensive knowledge of industrial and vocational training practices and policies combined with good management and communication skills.

Four positions are available, one each in Leeds, London, Birmingham and Edinburgh. (Applicants for the Edinburgh post must have knowledge of the Scottish system of vocational education).

TRAINING STANDARDS INSPECTORS:

£13,505-£18,360

To carry out in-depth surveys and give feedback on YTS programmes.

Working from home in an area within one of the following Divisions: Scotland, Northern England, Midlands/Wales and London/Southern England. Inspectors must be prepared to spend significant periods away from home. (Applicants for Scotland must have knowledge of recent developments in qualifications there).

Besides an extensive knowledge of industrial training policies and practices, you must exhibit the ability to analyse practice and compile reports. Your written work must be of a high level and consistent standard. Posts in London may attract £1365 Inner London Weighting, £765 Intermediate London Weighting or £545 Outer London Weighting.

The post of the Head of this new Service will be advertised shortly.

For further details and an application form (to be returned by 16 May 1986) write to Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 48663 (answering service operates outside office hours).

Please quote ref: G/6889.

The DE Group is an equal opportunity employer, and is fully committed to equal opportunity policies. Applications are welcome from all suitably qualified individuals irrespective of sex, racial origin or disability.

Promote quality in training

Manpower Services Commission

Overseas continued

DARLING DOWNS INSTITUTE OF ADVANCED EDUCATION

The Darling Downs Institute of Advanced Education is a major Australian regional college situated in Toowoomba, a city of 80,000 people, set on the eastern edge of the Great Dividing Range at an elevation of 850 metres. Toowoomba is noted for the quality of its lifestyle, its primary, secondary and tertiary educational institutions, its extensive shopping and commercial areas, its cultural and sporting facilities, and the beauty of its parks and gardens. It lies a comfortable two-hour drive from Brisbane, and the Gold and Sunshine Coasts.

SCHOOL OF BUSINESS STUDIES

SENIOR LECTURER IN MARKETING

(Ref. No. 66/001)

LECTURER IN MARKETING

(Ref. No. 66/002)

The School of Business Studies at the Darling Downs Institute of Advanced Education offers a Marketing major as one of eight majors in the Bachelor of Business degree. The course is taught on campus and by distance education and has a total enrolment of approximately 2,000 degree students. In addition the School is considering the possibility of introducing a Graduate Diploma in Marketing.

The particular emphasis of the Marketing area within the School is upon International Marketing and Market Research with an overall bias towards a behavioural approach.

Senior Lecturer vacancy: The successful applicant will be expected to provide academic leadership in the Marketing area and continue the current emphasis on formal qualifications in Marketing, a higher degree and considerable academic or industrial experience in Marketing.

Lecturer vacancy: The successful applicant will be expected to assume academic leadership of at least two units within the Marketing programme. Ideally this person should possess formal qualifications in Marketing, a higher degree and industrial experience in Marketing.

SALARY RANGE

Senior Lecturer I	\$39,988 - \$42,588 p.a.
Senior Lecturer II	\$36,541 - \$39,127 p.a.
Lecturer I	\$31,873 - \$35,777 p.a.
Lecturer II	\$27,233 - \$31,140 p.a.

Applications, including names and addresses of two referees, should be forwarded by Friday, 30th May, 1986, to the Personnel Services Manager, Darling Downs Institute of Advanced Education, Post Office Australia, Toowoomba, 4350 Queensland.

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Lecturer Exchange - USA
Midwest Community College, CT 188-57
History and Social Sciences
English, Bus, Computers, Salary
Write: Richard S. 106 West
Tel: Orono, ME 04468
(617) 553-1251

Australian Institute of Judicial Administration/University of Melbourne

Executive Director/Professorial Associate with the Title of Professor

\$A57,036 p.a.

Applications are invited for the newly created position of full time Executive Director of the Australian Institute of Judicial Administration incorporated. The successful applicant will be responsible for the administration of the AJIA, contributing to and facilitating research into judicial administration; promoting improvements in and teaching the principles and practices of good judicial administration; organising and conducting courses to develop and increase the professional skills of judges, magistrates, court administrators and others.

The appointment will be made for an agreed period of up to five years and may be renewed by agreement. The appointee will be selected jointly by the AJIA and the University of Melbourne, employed by and responsible to the AJIA and a member of the Faculty of Law.

Further information and details of application procedure are available on request. All correspondence (marked "Confidential") should be addressed to the Registrar, The University of Melbourne, Parkville, Victoria, 3052, Australia. Telephone inquiries should be directed to Mr. Russell Huntington (81-03-344 717).

Applications close 30 June, 1986.

The AJIA and the University reserve the right to fill the position by invitation.



UNIVERSITY OF THE WITWATERSRAND

The University invites applications for:

J.C. BITCON

CHAIR OF BUILDING

ZOOLOGY - Senior Lecturer/Lecturer Developmental biologists with cellular and molecular interests.

BUSINESS ECONOMICS - Senior Lecturer/Lecturer must have developed postdoctoral research interests.

CHEMISTRY - Senior Lecturer/Lecturer Applicants must have developed postdoctoral research interests. Benefits: Annual bonus • pension • medical aid • housing subsidy • removal, travel and settling-in allowance.

Further information from G. Henning, South African Universities Office, Chichester House, 278 High Holborn, London WC1V 7HE

The policy of the University is not to discriminate on the grounds of sex, race, colour or national origin.

Universities continued

KING FAISAL UNIVERSITY COLLEGE OF EDUCATION AL-HASA (EASTERN PROVINCE) SAUDI ARABIA

King Faisal University has vacant teaching posts for

Professors, Associate Professors, Assistant Professors and Lecturers

of both sexes, in the COLLEGE OF EDUCATION in the following areas:

PHYSICS

Specialisation in experimental atomic and nuclear physics. The successful candidate is expected to teach modern physics as well as atomic and nuclear physics and to play an important role in setting up and running atomic and nuclear physics laboratories. (MALE)

MATHEMATICS

Specialisation in applied mathematics. Experience in teaching statistics and probability is required. (MALE)

PSYCHOLOGY

Specialisation in counselling and guidance, the teaching of counselling and guidance, theories of counselling and guidance, methods of counselling and guidance, clinical psychology. (MALE and FEMALE)

GENERAL METHODS AND TECHNIQUES OF TEACHING

Ability to teach: a) teaching general and specific methods and techniques. b) educational research. c) principles of education. (MALE and FEMALE)

METHODS OF TEACHING SOCIAL SUBJECTS

General methods and techniques of teaching. Specific methods and techniques of teaching (History & Geography). (MALE and FEMALE)

HISTORY

Ancient History, Islamic History. (MALE)

SOCIOLOGY AND SOCIAL WORK

The teaching of sociology, social change, social theories, social work. (MALE and FEMALE)

GEOGRAPHY

Teaching the fundamentals of geography, urban geography, map reading. (MALE)

ARABIC LANGUAGE

Specialisation in grammar, morphology, prosody. (MALE and FEMALE)

ISLAMIC STUDIES

Specialisation in the interpretation of the Quran. (MALE and FEMALE)

ENGLISH

Specialisation in the teaching of English as a foreign language. (MALE and FEMALE)

Requirements:

PhD for Professor, Associate Professor, Assistant Professor
MA for Lecturer
Fluency in Arabic in all specialisations except English
A minimum of 2 years experience in teaching at University level
Preference will be given to candidates with professional educational qualifications.

Applications

Application forms can be obtained from either of the following addresses:

The Saudi Arabian Educational Office, 29 Balgrave Square, London SW1 8QB
The Dean, College of Education, King Faisal University,
PO Box 1767, Al-Hasa, 31982, SAUDI ARABIA

Completed application forms including photocopies of transcripts should be sent to the Dean, College of Education.
Immediate application is required.

Special Book Numbers

April	11 Law 18 Environmental Sciences (including Geography) I 25 Sociology (I)
May	2 Chemistry 9 American Studies 16 Economics (I) 23 Biological Sciences (I) 30 Education (I)

FOOTSCRAY INSTITUTE OF TECHNOLOGY

(Melbourne, Australia)

FACULTY OF ENGINEERING & ELECTRONIC DEPARTMENT OF ELECTRICAL & ELECTRONIC ENGINEERING

Footscray Institute of Technology is the main higher education institution of the western region of Victoria. Courses in Electrical and Electronic Engineering and Computer Science include: Bachelor of Engineering (Electrical and Electronic), Bachelor of Science (Electrical and Electronic), Bachelor of Science (Computer Science), Bachelor of Science (Electrical and Electronic) and Bachelor of Science (Computer Science).

Senior Lecturer Control Engineering

The Department has a reputation for excellence in the control systems field particularly in the area of digital control systems and computer methods. The position is a full-time position with the responsibility of the primary responsibility of a senior industrial appointment.

The appointee will assume responsibility for the control systems area of the Department including staff leadership, course development and the design of undergraduate and postgraduate courses. The appointee will be responsible for the application of staff to research and development, and contribute to the research and development of the Department.

Applicants must have a PhD or equivalent, for a minimum of 10 years experience in control systems, computer based instrumentation, or conventional control systems. A relevant higher degree is essential.

Lecturers in Digital Systems, Software, and Control Engineering

Lecturership EE88-2 requires interests and experience in software engineering including programming and software system design and such other areas as knowledge based systems, data base design, multiple processing systems, and real-time systems. The appointee will be responsible for the design and development of software systems, and the teaching of digital systems, software, and control engineering. Lecturership EE88-3 requires interests and experience in more of the areas of computer control, computer based instrumentation, or conventional control systems. A relevant higher degree is essential.

Each position would also require supporting interests appropriate to other general teaching areas in electrical and electronic engineering and computer science. Appointments may be on either a full-time or part-time basis. Lecturership applicants must have a degree typically a higher degree in electrical engineering, computer science or a related discipline together with a minimum of two years relevant experience.

Salary Range: Senior Lecturer \$A35,541 to \$A42,588 per annum. Lecturer \$A27,233 to \$A35,777 (E1 - \$A2 approx).

Information sheets providing further details of the positions, and application and removal procedures may be obtained from the Head of Department, Mr E. R. Walker, Telephone: (03) 68-4284 or Telex AA36966.

Applications, including a curriculum vitae and the names of two referees should be forwarded by the closing date of 30 May 1986 to:

The Staffing Office,
Footscray Institute of Technology,
P.O. Box 84, Footscray, Victoria 3011, Australia.

FOOTSCRAY INSTITUTE OF TECHNOLOGY

(Melbourne, Australia)

Faculty of Engineering Department of Mechanical Engineering

Head of Department

Applications are invited for the position of Head of the Department of Mechanical Engineering at Footscray Institute of Technology.

Footscray Institute of Technology is the only multi-discipline college of advanced education located in the western region of Melbourne, Australia with some 4,500 students studying for degrees and diplomas in the faculties of Applied Science, Business, Engineering and General Studies.

The Department of Mechanical Engineering, together with the Departments of Civil Engineering and Electrical and Electronic Engineering, constitute the Faculty of Engineering. The Department currently offers degree and associate diploma level courses in Mechanical Engineering. In addition, the Department is actively involved with industry through its Industrial Research and Consultancy Centre.

The appointee will provide academic and teaching leadership, develop new courses at graduate and postgraduate levels and encourage the growth of the existing consultancy program.

Applicants should possess a BSc (Mechanical Engineering) qualification, a higher degree preferably in Engineering together with significant teaching and administrative experience in tertiary education. Further, the applicant should have had suitable research or industrial experience.

Salary: Principal Lecturer \$A44,188 per annum.
The appointee may obtain a copy of information concerning the Institute from the Staffing Office, Telephone: (03) 688 4315. Telex: FITLX AA 36966.

Applications giving personal details including contact telephone number, qualifications, experience and the names and addresses of two referees should be forwarded to:

The Staffing Office,
Footscray Institute of Technology,
P.O. Box 84, Footscray, Victoria, 3026, Australia.

Applications close: Friday, 20th June 1986

Secondary Education

Hertfordshire

Required for September 1986

DIRECTOR FOR THE OPEN TERMINAL COMPUTER CENTRE

based at All Saints' School, Stevenage, and serving the needs of three schools and the local community.

The Director who will be responsible for the Centre will be responsible for the Centre's operation, and will be responsible for the Centre's operation, and will be responsible for the Centre's operation.

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